

**THE ROLE OF SHORT STORY IN DEVELOPING  
STUDENTS' CREATIVITY : CASE STUDY AT SDN 133 TAKALALA  
(CHILDREN LITERATURE APPROACH)**



*Submitted to the Adab and Humanities Faculty of Alauddin State Islamic  
University of Makassar in partial Fulfillment of the Requirements for the Degree  
of Sarjana Humaniora*

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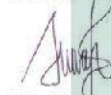
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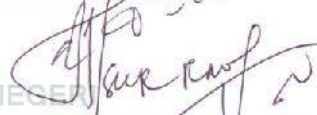
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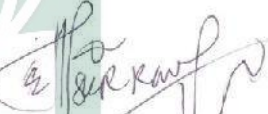
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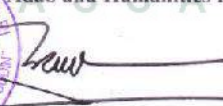
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## ABSTRACT

Name : **Nurhidayati**  
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Case Study at SDN 133 Takalala (Children Literature  
Approach)**  
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This research discussed about The Role of Short Story in Developing Students Creativity: Case Study at SDN 133 Takalala (Children Literature Approach). This research aimed to describe children literature and to find out short story's role which might develop the student's creativity in SDN 133 Takalala. This research focused on Likens about genre theory and Broolin theory about the characteristics of creative person. Then, the data were analyzed using descriptive qualitative method. The researcher used observation sheet and note taking as the instrument to find out the valid data. The findings showed that there were three types of genres used mostly in the fifth grade, those are: *Realism, Traditional Literature and Fantasy*. The researcher also found that the story has role in students' creativity development. Those role are can motivate, make students interested to literature, be critic person, giving knowledge, build their self confidence, be independence in thought and action, create new way to solve problem. The table shows that 93% students in the fifth grade of SDN 133 Takalala have develop their creativity through short story. the researcher concluded that children literature has important role in students' creativity in SDN 133 Takalala.

**Keywords:** *Children, Literature, Creativity, Short Story.*

## **CHAPTER I**

### **INTRODUCTION**

This chapter consists of background, problem statement, objective of the research, significance of the research, and scope of the research.

#### **A. Background**

Literature is a form of expression, feelings, ideas, and experience of someone which uses language as the main medium. Literature contains exploration about humanity truth. Literature also contains fiction aspect but it is still has some things which can educate. One of literary genre that famous today is children literature.

Talking about children literature, the researcher concludes that children literature is literary works that is written by adult for children in adult guidance. Literature can be used as a media to educate children. Literature also contains many benefits to children's growing. Through literature, children can develop their imagination, intellectual, emotion, and so on, especially to build their good personality.

Literature is the works of imagination. It is similar to Esten's opinion (1978:9), he says that literature is the human expression which has positive effect to human life and use language as medium, Townsend (1990:60) says that literature is the imaginative fiction, and Saxby (1991: 4) adds that literature is the image of life. Based on some experts' opinion about literature, the researcher assumes that literature is a form of expression and someone's experience that use language as the main

medium either in spoken or written form. Based on the writer's purpose, literature is divided into two groups, namely children's literature and adult literature as general literature. Literature is divided into three genres, they are prose, poetry, and drama. Children and adult's literature has same genre but it has different content, language, and purpose based on its world.

Talking about children literature, Saxby (1991: 6) says that children's literature is the literature for children that is made by adult contains values like educational, moral, and something to be learnt by children especially values about human life to help children's growing. Literature also offers some forms of story that can stimulate reader to do something. Moreover, the reader are children which their imaginations are still developed and can approve all kinds of story either fantasy story or not. The researcher agrees with Saxby's opinion but it must be pay attention because children sometimes do what they hear or see either good or not. Nowadays, so many programs in television that children have pleasure such us animation movie and film that has positive effect and negative effect. In fact, some of children today's have pleasure on adult own that can give negative effect to them.

Parents, teacher and others have to introduce and implant positive effect of literature to children. Nurgiantoro (2004:217), says that children's literature has big contribution and function to develop children. Talking about literature, either spoken or written, it refers to imagination. Children who can not read but they can understand literature through other people by used their imagination. Huck (1987:6) says that children's literature can give two values to children, they are educational value and

personality value. Personality value is the value that can give pleasure, develop imagination, and so on. Furthermore he says that literature can stimulate children's imagination to create creative ideas. Then he adds that imagination itself is the power of thinking to imagine or create event based on the reality or experience. Based on explanation above, the researcher assumes that imagination is individual ability in using mind to imagine one case based on someone's experience. One way to develop children's imagination is introducing literature, for example by using story. Through story, children can go out in unconscious condition to find out new experience. Then through their imagination they can get new thing from what they read that they do not know before and children can get the purpose or message that contain in literature clearly which can give a good effect to their personality. Besides that children can imagine what the author will inform in that story and also can feel what the author felt.

Puryanto in his research (2008:2) says that children's literature must be different from adult or general literature and also suitable for children's understanding. The researcher agrees with Puryanto's opinion because children's and adult's understanding and experience are different. Adult literature can give negative effect to children development. The story contains sexuality, cruelty, broken home are the examples of negative effect. It is the reason why literature for children and adult must be distinguish. Then, it has different understanding, experience, and psychological development on children and adult perception. Children may know what the literature talks about but children can not differ good and bad things.

My research analysis about “ The role of short story in student’s creativity in SDN 133 Takalala”. The researcher chooses this title because the researcher will introduce literature to young generation and make them aware the important thing about literature. It is because, literature in SDN 133 Takalala is not interesting for students. The researcher choosed SDN 133 Takalala because this school is one superior school in Marioriwawo subdistrict, beside that the student’s imagination in elementary school still develop and also children have a high imagination and through imagination they will create a new ideas or things. It is the reason why the researcher will analyze the role of short story in student’s creativity.

### **B. Problem of Statement**

Based on the background above, the researcher formulate research questions as below:

1. What kind of genre of childrens’ literature does the teacher use mostly in SDN 133 Takalala?
2. How is the role of short story in developing the students’ creativity in SDN 133 Takalala?

### **C. Research Objectives**

Based on some problem statements above, the researcher aim :

1. To identify children literature’s kind used mostly in SDN 133 Takalala.
2. To find out short story’s role which may develop the student’s creativity in SDN 133 Takalala.



#### **D. Research Significance**

The researcher expects that this research can be useful for all people especially the students of English Literature Department who interest to analyze children's literature especially in children literature subject. Then, this research can be helpful for child to understand and comprehend what exactly literature is.

#### **E. Research Scope**

There are six kinds of children's literature based on Lukens (2003:12-29), they are: Realism, Formula Fiction, Fantasy, Traditional Literature, Poetry, and Informational Books. The scope of this study focused on the role of short story to develop student's imagination in SDN 133 Takalala especially realism, traditional literature, and fantasy story in Indonesian subject in the fifth grade. The researcher used Brodin theory (1992: 11) about the characteristics of creative person, he describes that the characteristics of creative person, they are : strong motivation, endurance, curiosity, deep commitment, independence in thought and action, strong desire for self-realisation, strong sense of self, strong self-confidence, openness to impressions from within and without, attracted to complexity and obscurity, high sensitivity, high capacity for emotional involvement in their investigations.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents previous findings, and some pertinent ideas.

#### A. Previous Findings

Puspitasari (2013) conducted a research on “*Perananan Literature Anak Dalam Pengembangan Kecerdasan Emosional Anak Di kelas 3 Tidore SD Budi Mulia Dua Yogyakarta (Studi kasus pada anak usia 7-9 tahun)*”. The aim of this research is to describe the role of children’s literature in the development of the children emotional intelligence in 3<sup>th</sup> Grade Tidore of Budi Mulia Dua Yogyakarta Elementary School. This research used descriptive qualitative method and a pedagogist psychologist approach. This research used interview, observation, and documentation to collect the data. The result of this research showed that children literature can give some roles in development of the children emotional intelligence, especially on five important aspect emotional intelligence, that are: self emotion, manage of self emotion, self motivation, empathy and interaction with another people.

Sugiarti (2013) conducted a research on “*Study of Children's Literature "Tiny Small-Have Work The Evergreen" by Nisrina Hanifah Character Education in Perspective*”. The aim of this research to describe aspects of language and literary perspectives on children’s literature in character education. This research used descriptive qualitative method, and used documentation to collect the data. The result of this research showed that aspects of language and literary perspectives on

children's literature in education is the character of children's literature as a medium of education transformation in character because it presents the values of exemplary children, in addition to the story presented by the power of communicative language authors for bringing the world the child psychologically.

The similarities of this research and previous findings above is analysis relating to the role of children literature in students development. Moreover, the differences is the object, the previous finding above analyze of emotional development and educational value while this research will analyze about creativity development. This analysis conducted based on the Lukens (2003:12-29), they are: Realism, Formula Fiction, Fantasy, Traditional Literature, Poetry, and Informational Books and Brolin theory (1992: 11) about the characteristics of creative person, he describes that the characteristics of creative person, they are : strong motivation, endurance, curiosity, deep commitment, independence in thought and action, strong desire for self-realisation, strong sense of self, strong self-confidence, openness to impressions from within and without, attracted to complexity and obscurity, high sensitivity, high capacity for emotional involvement in their investigations.

## **B. Pertinent Ideas**

### **1. Children Literature**

Children's literature as a concept is defined as literature about children. Children's literature refers mainly to stories, poetry, rhymes, folk tales, drama, specially created for children such as infants, toddlers and the young people as target audience.

Children's literature is specially written for children seem in three criteria: the first is whether the heroes are children or teenagers, the second is whether the themes, the ideas, relationships and language are simple or complex. Simplicity of theme is therefore the over-riding criterion that determines and defines literature as children's literature. Literature is literature for children if the ideas, relationship and language are simple. However, literature is not children's literature if the ideas, relationship and language are found too complex whether oral or written. For example, a classic literature like Gulliver's Travels is admitted into children's literature because of simplicity of its ideas, relationship and language. On the contrary, Lolita, let us say, would not be admitted as children's literature because the ideas, relationship and language otherwise called the theme are complex. Thirdly, children's literature is often aim to teach moral lessons.

Children literature is a logical way to begin an investigation into the world of children's books. Children literature is good quality trade books for children from birth to adolescence, covering topics of relevance and interest to children of those ages, through prose, poetry, fiction, and non fiction. (Carol and Carl, 1999: 2)

Stories are more directly told, with fewer digressions and more obvious relationship between characters and action, or between characters themselves. Children are more and less literal than adults. They may find discrepancies between two descriptions of a setting and hold the writer accountable for error. On the other hand, children may accept the fantastic more readily than many adults. As long as the world itself is so remarkably complex and incomprehensible, one more fantastic

experience in story form presents no impossible hurdle. For example, the personified animals and toys of the child's world, by behaving like human beings, may show what human beings are like. Children are frequently more open to experimenting with a greater variety of literary forms than many adults will accept from poetry to folktales, from adventure to fantasy. (Lukens: 2003:9)

Generally, every person needs literature especially for children. They need literature to develop some complex aspect about life. Huck in Nurgiyantoro (2004: 211) says that children's literature has certain values which can give effect to children's psychological development. Children's literature must contain pleasure, gladness, desire, enjoyment, and children's adventure. In other words, children's literature can tell anything about human life that can give good information and understanding about life itself. Furthermore he emphasizes that children's literature is the literature that children become a point of view.

Tasneen, (2010: 2) says that reading literature is more likely to provide the students with opportunity for reflection and personal growth. Furthermore, Violetta-Irene (2015: 3) notes that reading literature effectively will enhance the growth of learners in addition to helping them in establishing stronger relationships with their surroundings. It is worth mentioning that personal growth of learners depends to a certain extent on the quality of the literary texts and the experience and depth of understanding from the side of the instructor. As Violetta-Irene (2015: 3) mentioned in her article that encouraging individual growth necessitates that the teacher has to

select texts to which students can respond and to which they can use their ideas and imagination creatively.

#### **a. Genre in Children's Literature**

Lukens (2003: 13-29), emphasizes that a genre is a kind or type of literature that has a common set of characteristics. There are six genres in children's literature, they are :

##### **1) Realism**

Realism is the story that may be possible and happened. Lukens (2002:14) assumes about the general characteristics of realism as the fictional narrative with attractive character that created set in possible place and time. There are some kinds of realism, they are: realistic story, animal realism, historical realism, and sports stories. Besides Lukens, Junaid (2014: 14) says that realism is a realistic story which contains reasonable action. Although it has fictional narratives and characters, the story represent events, actions, and interaction which seems like truth and possibilities. There is no magic in the story. realism is factual, situational, emotional and sosial. It describe actual places, people, and events in the story. realistic story has realistic situation. Pangeran imam bonjol, Planet satwa, Bandung Lautan Api, Killer Instinc, Wild Africa as the examples of realism story.

##### **2) Formula Fiction**

Lukens (2002:18) emphasizes that this genre is named formula fiction because it has certain pattern that distinguished with another genre. The kinds of

formula fiction in children's literature are: Mysteries and thrillers, romantic stories, series books. The examples are Harry potter, Detective Conan, Pinoccio, and so on.

### 3) Fantasy

Lukens (2002:20) assumes the fantasy is the unbelief story. Fantasy story developed by imagination but acceptance by the reader. Fantasy is the different from folklore because its authour is unknown. Junaid (2014:17) adds that fantasy is a story which has impossible settings, events, and character which cannot happen in the real life. Fantasy is an imaginative stories based on the scientific facts and principles. It may presents animals which can talk, inanimate objects which come to life, giant people, and imagery world. Fantasy story should have good literary element development and consistency to suspend reader's disbelief and acceptance. Lastly, it should be extremely imaginative and show the author's originality. The author provides unique setting. The kinds of fantasy story in children's literature are : fantastic story, science fiction, and high fantasy. The examples are Jin & Jun, Remarkable Lamp, Tuyul dan Mbak Yul, Goose Bumps, Lord of the Rings and so on.

### 4) Traditional Literature

Lukens (2002:24) says that term "traditional" in literature shown that the form comes to us from the ordinary person, anonymous storyteller, and exists orally. Junaid (2014:19) adds that traditional literature is ancient stories or poems told orally for long time until someone found it, wrote it down and published it. The storitellers are usually anonymous. Traditional literature is also called spiritual history of humankind because it is created to understand the natural and spiritual world to



express the universality of human needs and wishes. Traditional literature is a simple story which teaches a moral or lesson, presents historical character such as King Arthur, Lancelot, and Merlin with, but it has fictional situations, and also present a superhuman character as a hero like Beowulf in the epic Beowulf, etc. There are some kind of this genre, namely: fables, folktales, myths, legends and hero tales, folk epics. Cinderella, Sang Kuriang, Maling Kundang, Ramayana, Mahabharata, Nenek Pakande, Robin Hood, Raja Arthur as the example of this genre.

#### 5) Poetry

Lukens (2002:28) assumes that poetry is the literary work that use language as the aesthetic element. Language style in poetry is simple but can tell many things. Poetry for children have to contain simple language and easy to understand by children. The examples are nursery rymes, Nina Bobo, etc.

#### 6) Informational Books

Lukens (2002:28) says that informational books contain information, fact that can stimulate children or reader's pleasure and understanding. The example of this genre are Non fiction book, Chairul Tanjung "Si Anak Singkong", B.J Habibie, R.A Kartini, Einstein, Newton.

## 2. Creativity

Talking about creativity, it refers to psychology because creativity is the part of psychology. Vygotsky (1995:13) says that imagination is the basis of every creative action. It manifests itself in all aspects of our cultural life, making artistic, scientific and technical creativity possible. On the other hand, means that we repeat

certain behavioral patterns that were created and shaped much earlier. Reproduction is closely linked to memory. If human activity would be limited to reproduce the past, man would be a creature totally focused on the past, only capable of adjusting to the future if this was a reproduction of the past. Creative activity is thus what makes man a creature focused on the future, capable of shaping it and changing his current situation.

Creativity is essential to the existence of humanity and society and it is not only a question of artistic creativity, but also something that is necessary for our process of consciousness. Kurniawati (2010: 16) says that imagination is the skill from thinking to solve some human's problems. She adds that imagination is very important to develop children's creativity because when they are old, they will be free to think based on their experience. The researcher agree with the opinion because without imagination literary works makes the reader are not interested in reading it. Besides the reader use their imagination to imagine what they have read or what they have faced to create their own creativity. Talking about literature, literary works refers to imagination. Literature is strongly influenced by human life because it appears from an author who lives as human being (Nurlan, 2013: 1).

Hjelle (1992:1), states that literature represents some of directions taken to understand the complexity of human behaviour and human nature. Literature is the literary work that is not interesting without imagination. Literary work that has no imagination aspect make the reader bored. Moroeover, the reader are children which have high imagination, which automatically need imagination aspect in their reading.

Literature can not bring out of imagination, it means that conversly imagination also can not bring out of literature.

Huck in Nurgiyantoro (1987:9) assumes that literature can stimulate children's imagination to create creative ideas. Through story as the example children move in unconscious condition to find out new experience, imagine what the author will inform in that story, and fell what the author felt. Imagination is a mind process to develop extensive thinking from what has been heard, saw, and felt. People develop a simple thing become more valuable in their thinking through imagination. Talk about literature either spoken or written, it refers to imagination. Children's imagination has close relationship with creativity development.

In psychology literature, divergent thinking is closely to creativity. Magno (2009: 10), states that creativity is a product of an executed imagination. Torrance and Myers (1971: 22), states that there are five principles for rewarding creative thinking in children: 1) treat questions with respect, 2) treat idea with respect, 3) value students' ideas, 4) encourage practice learning without the treath of evaluation, and 5) tie in evaluation with causes and consequences. Brolin (1992: 11) describes the characteristics of creative person, they are : strong motivation, endurance, intellectual curiosity, deep commitment, independence in thought and action, strong desire for self-realisation, strong sense of self, strong self-confidence, openness to impressions from within and without, attracted to complexity and obscurity, high sensitivity, high capacity for emotional involvement in their investigations.

Besides that Duffy (2006: 58) says that creative experiences encourage a wide range of: disposition and attitude such fun, appreciation, confidence, self-motivation, values, enthusiasm, experimentation, persistence, sharing, curiosity, perseverance, enjoyment, cooperation, willingness, acceptance, excitement, reflection, self-esteem, concern, self-discipline, evaluation, concentration, helpfulness, pleasure, lack of inhibition, respect for others. Duffy (2006:39) adds that the creative process in children following elements like show an interest, give respond to comment and question, describe, represent and construct, choose for a purpose, work creatively and create, use imagination, explore an experience using senses, respond to comments and questions, discuss creations.

Creativity is the capacity to create, to produce new things. It is the capacity of the human brain to reach new conclusions and ideas and to solve problems in an original fashion. It can manifest in artistic, literary, scientific forms, and it can also unfold in the area of daily life, improving its quality. The latter aspect will probably not leave its mark on the history of humanity, but it is basically what makes life worth living (Csikszentmihalyi, 1996). Gardner (1998:9) says that children are natural problem solvers who create new ways of thinking about a new problem or solving an old one. They get away from the conventional ideas and arrive at the solution of a problem in an unusual, unique way. Creativity is a key process for personal development and social progress, and it is therefore included in Positive Psychology.

People can not develop themselves without imagination's role. Imagination has correlation with literary works, because the big works can not be created without author's imagination. Furthermore the reader can not find out new things from their reading if they do not use imagination which has same argument with Nurgiyantoro (2004: 39), who believes that the children can not read the text but they can understand literature through other people by used their imagination. The researcher agrees with previous opinion, it shows that imagination and literature has close relationship and interconnect each others. In this case, imagination is not only about fantasy but it refers to creative thinking. Students in elementary school must have creative thinking to built their personality.

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

This chapter consists of research method, subject of the research, instrument of the research, procedure of collecting data, and technique of data analysis.

##### **A. Research Method**

This research applied descriptive qualitative method. Isaac (1987: 46) explains that descriptive research aims to describe systematically the fact and characteristics of a given population or area of interest, factually, and accurately. Sugiyono (2010: 15), assumes that qualitative method is research method that is used to examine the condition of natural objects where the researcher is a key instrument. It aims to find out the role of short story to develop students' creativity in SDN 133 Takalala.

##### **B. Subject of the Research**

The subject of this research is the students in SDN 133 Takalala. The researcher chose SDN 133 Takalala because it is the best school in Marioriwawo subdistrict. In this research, the researcher chose the students in the fifth grade of SDN 133 Takalala considerably that they are suitable to be measured and have high level and age in that school as a subject of this research. The researcher used total sampling to get respondents. The researcher chose total sampling because based on Sugiyono (2012:124) total sampling is the sampling used if the researcher will take all population of one area and the population less than 100 people. The students in the

fifth level consist of 20 students. Thus, the respondents of this research were 20 students.

### **C. Research Instruments**

The researcher used observation sheet in collecting the data as the main data by using camera. Besides, the researcher used note-taking to put some notes and give explanation of the data in observation sheet. It is used to find out how short story can develop student's creativity.

### **D. Data Collecting Procedures**

The procedures of collecting data in this research presented in chronological as follows:

- a. Firstly, the researcher asked the teacher in the fifth grade what time that she/he give material about literature.
- b. Secondly, the researcher observed the students attitude and responses by using the observation sheet.
- c. The researcher observed the students in fifth grade five times by using different short story in one meeting. Those short story were *Tanaman Padi di Tulungagung Terserang Sundeep*, *Petuah Pak Garam*, *Ular N'Daung*, *Kisah Sepasang Sandal Kulit*, *Gara-Gara Lame*.
- d. Next, when the teacher brings short story, the researcher make sign in observation sheet based on some categories in observation sheet. But in fourth category the researcher collected the data from the students writing.



### E. Technique of Data Analysis

The data that collected from classroom observation are in observation sheet. Firstly, the researcher read the data and the data that do not refer to this research is reduced by giving a code, after reducing the data the researcher transcribe the data in observation sheet, and the next steps the researcher analyze the data based on Lukens theory about genre (2003), and Brolin (1992) about the characteristic of creative person.

To measure the frequency of students creativity, the researcher used the formula as follow:

$$P = \frac{fq}{N} \times 100\%$$

Notes :

P = Percentage

Fq = Number of Frequency

N = Total Participants

( Adapted from Sugiyono, 2013 :184)

$$Me = \frac{\sum P_{1+2+3+4+5}}{\sum n} \times 100$$

Notes:

Me = Mean (Rata-Rata)

$\sum P$  = Number of Percentage

$\sum n$  = Number of Meeting

(Adapted from Sugiyono, 2009:54)

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter consist of the analysis of the role of short story to develop student's imagination in SDN 133 Takalala as the result of this research.

#### **A. Findings**

In this point the researcher presents the data analysis about the genre of children literature mostly used and the role of children literature in student's creativity in SDN 133 Takalala. There are six kinds of children literature based on Lukens (2003: 13-29), they are: Realism, Formula Fiction, Fantasy, Traditional Literature, Poetry, and informational Books. The researcher only focuses on three types of genre used mostly in SDN 133 Takalala that are; Realism, Traditional Literature and Fantasy. This finding describes about those genre. While to find out the role of children's literature in student's creativity, the researcher observe them based on five points that have been mentioned in observation sheet. These points are : The students ask question, guessing, and answering, Paying attention to the story, Having a good self confidence to come in front of the class to tell a story, Telling her/his own version of story, and Solving problem of story. To analyse the data the researcher used Brolin theory (1992: 11) about the characteristics of creative people. The data was taken from the fifth grade of SDN 133 Takalala from August 30<sup>th</sup> until September 13<sup>th</sup> 2016.

**1. Genre of Children Literature used mostly in SDN 133 Takalala**  
**First Meeting**

**Data 1 ( Thursday, August 30<sup>th</sup> 2016)**



In this meeting, the teacher delivered a material about Event (Peristiwa), by using the story Tanaman Padi di Tulugagung Terserang Sundeep (Rice Plant in Tulugagung Coming Down with Sundeep)

**Second Meeting**

**Data 2 (Tuesday, September 1<sup>st</sup> 2016)**



In the second meeting, the teacher presents material Useful Activity (Kegiatan Bermanfaat) by using story of Petuah Pak Garam ( Pak Garam Advices).

**Third Meeting****Data 3 ( Thursday, September 6<sup>th</sup> 2016)**

In the third meeting, the teacher delivered material about Activity (Kegiatan). The teacher delivered story Ular N'Daung (Snake N'Daung).

**Fourth Meeting****Data 4 ( Tuesday, September 8<sup>th</sup> 2016)**

In the fourth meeting, the teacher brings material about Activity (Kegiatan).

The teacher using story Kisah Sepasang Sandal Kulit (The Story of Leather Sandals).

### **Fifth Meeting**

**Data 5 ( Thursday, September 13<sup>th</sup> 2016)**



In the last meeting, the teacher brings material about environment (Lingkungan). The teacher using story Gara-Gara Lame ( Because of Lame).

From the process of documentation in these meetings above the researcher find out that frequently story used by the teacher in fifth grade of SDN 133 Takalala are:

No	Genre	Indicator	Stories				
			A	B	C	D	E
1	Realism	a. Real	√				
		b. Logic	√				
		c. Social					



		Relations	√				
2	Traditional Literature	a. Values		√	√		
		b. Hero		√	√		
		c. History		√	√		
3	Fantasy	a. Unlogic				√	√
		b. Magic and Supernatural			√		
		c. Unreal				√	√

NB : A (Tanaman Padi di Tulugagung Terserang Sundep)

B ( Petuah Pak Garam)

C ( Ular N'Daung)

D (Kisah Sepasang Sandal Kulit)

E (Gara-Gara Lame)

The table above showed that the genre of the stories that used mostly in the fifth grade of SDN 133 Takalala are :

#### 1. Realism

There is one kind of realism which included in realistic story, that is *Tanaman Padi di Tulugagung Terserang Sundep*.

a) Tanaman Padi di Tulugagung Terserang Sundep (Rice Plant in Tulugagung Coming Down with Sundep), the data found are :

1) Real

**# Datum 1 :**

*“Hal itu dirasakan petani di Kecamatan Boyolangu dan Gondang, Kabupaten Tulungagung, Jawa Timur”.*

2) Logic

**# Datum 2**

*“Bila serangan sundep ini tidak segera diatasi, petani akan gagal panen”.*

3) Social Relation

**# Datum 3**

*“Petani berharap, pemerintah lewat Dinas Pertanian Tulungagung segera turun tangan dengan memberikan bantuan obat obatan yang mampu mencegah hama sundep”.*

**2. Traditional Literature**

There are two stories those included in traditional literature, that are: *Petuah Pak Garam, and Ular N'Daung.*

a) Petuah Pak Garam ( Pak Garam Advices). The data found are ;

1) Values

**# Datum 4**

*“Dari kejadian itu, Pak Garam membuat petuah, yang kemudian oleh masyarakat Sakai dikenal sebagai Petuah Pak Garam. Isi petuah itu adalah pertama, rahasia jangan dibuka sebelum berantai di pintu kubur. Kedua, harapan orang jangan diputuskan, dan ketiga, orang besar jangan*



*dibohongi. Maksudnya, orang kaya seperti raja dapat membuktikan pembicaraannya dalam sekejap saja.”*

2) Hero

#### # Datum 5

*“Raja tahu kegunaan batu tersebut. Raja segera memerintah prajuritnya untuk meminta batu itu kepada Pak Garam.”*

3) History

#### # Datum 6

*“Pak Garam, begitulah orang-orang kampung memanggil laki-laki itu. Badannya kurus, tinggi, dan berkulit hitam legam”.*

#### # Datum 7

*“Setelah berpikir panjang dan tak ragu lagi, Pak Garam akhirnya menyetujui. Sesampainya di rumah orang yang meninggal itu, Pak Garam langsung memandikan mayat. Semula Pak Garam ragu, tetapi akhirnya Pak Garam menyerahkan benda itu kepada utusan kerajaan. Diam-diam Pak Garam menyimpan batu itu. Konon, batu itu bernama buntat manusia atau disebut juga ”barang keramat”.*

b) Ular N'Daung ( Snake N'Daung), the data found are:

1) Values

#### # Datum 8

*“Keesokan harinya setelah ia membawa bara api pulang, ia pun menepati janjinya pada Snake N'Daung”.*

#### # Datum 9

*“mereka mengendap ke dalam gua dan mencuri kulit ular tersebut. Mereka mengira dengan demikian ksatria itu akan marah dan mengusir adiknya itu. Tetapi yang terjadi justru sebaliknya. Dengan dibakarnya kulit ular tersebut, secara tidak sengaja mereka membebaskan pangeran itu dari kutukan.”*

## 2) Hero

## # Datum 10

*“Ternyata pada malam hari, ular itu berubah menjadi seorang kesatria tampan bernama Pangeran Abdul Rahman Alamsjah.*

## 3) History

## # Datum 11

*“Hal itu disebabkan karena ia disihir oleh pamannya menjadi ular. Pamannya tersebut menghendaki kedudukannya sebagai calon raja”.*

## 3. Fantasy

There are two story those included in fantasy, namely: *Kisah sepasang Sandal Kulit and Gara-Gara Lame.*

- a) Kisah Sepasang sandal Kulit ( The Story of a Leather Sandals). The data are:

## 1) Unlogic

## # Datum 12

*“Poqon!” panggil sandal jantan kepada istrinya, si sandal betina. “jika kita selalu diintip tikus yang kelaparan, lama kelamaan kita bisa jadi mangsanya. Bagaimana kalau kita berdoa kepada Tuhan agar dijadikan tikus saja?”.*

## 2) Magic and Supernatural

There is no magic and supernatural aspect in this story.

## 3) Unreal

## # Datum 13

*“setelah lama menjadi sepasang anjing pemburu, mereka merasa lelah dan bosan. Mereka berdua kembali meminta agar dijadikan raja dan ratu”*

b) Gara-Gara Lame (Because of Lame). The data are:

1) Unlogic

#### # Datum 14

*“Ayo kita makan lame,” kata tikus. “Di mana kita bisa makan lame?” tanya kucing lagi.*

2) Magic and Supernatural

There is no magic and supernatural aspect in this story.

3) Unreal

#### # Datum 15

*“Tikus keasyikan memakan lame-lame itu. Karena ingin makan lebih banyak, ia mulai mengerat tali pengikat lame. Sewaktu mengerat, tiba-tiba ia terpeleset dan jatuh. Sebelum terempas ke bawah, tikus berteriak, “awas, cing, ini aku, bukan lame!”.”*

c) Ular N'Daung (Snake N'Daung), the data found are:

1) Unlogic

There is no unlogic aspect in this story.

2) Magic and Supernatural

#### # Data 16

*“Ternyata pada malam hari, ular itu berubah menjadi seorang ksatria tampan bernama Pangeran Abdul Rahman Alamsjah. Adapun pada pagi hari, ia akan kembali menjadi ular”.*

3) Unreal

There is no unreal aspect in this story.

## 2. The Role of Short Story in developing Students' Creativity

In this point the researcher described the situation in the classroom when the researcher observed the students in the fifth grade in SDN 133 Takalala. The researcher observe them based on five points that have been mentioned in observation sheet. These points are : The students ask question, guessing, and answering, Paying attention to the story, Having a good self confidence to come in front of the class to tell a story, Telling her/his own version of story, and Solving problem of story.

### # Category 1 : The students ask question, guessing, and answering

Respondent 1, 3 and 4 from the first meeting until the last meeting always give question, guessing and answer the teacher's question. Respondent 1 always raise his hand to give question while say "*me, me..*". Respondent 3 and 4 raise their hand and give comment to the story. They always raise their hand when the teacher finishes her story. Respondent 1, 3, and 4 raise their hand in the first meeting raise their hand doubtfully. While respondent 5, 13 until 18 begin to ask question, guessing and answer the teacher's question in the second meeting. Respondent 5, 13, 18 raising their hand while smile. Respondent 8, 12, and 19 ask question, guessing and answer the question in the third meeting until the last meeting. They raise their hand without selfconfidence, but in the last meeting they raise their hand fervently and confidently. Most of the other respondents begin to ask question, guessing and answer the question in the fourth and the fifth meetings.

### **# Category 2 : Paying attention to the story**

In the first meeting only respondent 4 and 14 pay attention to the story. They heard the story told by the teacher very well, accurate, and seriously. Respondents 4 and 14 pay attention to the story seriously. It because the telling story is newest for them. But in the second meeting, respondent 1, 6, 8, 10, 13 and 17 begin to pay attention to the story until the last meeting. They give good focus to the teacher's story. Their eyes directed to the teacher. It is because they are begin to enjoy the story and put some pleasure in hearing the story. Most of them looks happy and enjoy the story. Hearing well the story until the end.

### **# Category 3 : Having a good self confidence to come in front of the class to tell a story.**

In the first meeting most of all students do not have a good self confidence to come in front of the class to retell the story that they have heard. Only respondent 4 who have good self confidence and brave to come in front of the class to retell the story. Respondent 4 come in front of the class to retell the story with a little selfconfidence. She retell just part of story with a little braveness. But respoondent 7, 11, 16, 17, 19, 20 build their self confidence in the second meeting. Respondent 7, 16, 19 have high selfconfidence but have little doubttness to express their own story. Respondent 11, 17 and 20 retell the story with a little nervously, be bent down, and coyly. Five of them defend their self confidence until the last meeting. In the third meeting respondent 5, 6, 8 until 10, 12, 14, 15, and 18 build their self confidence and defend it until the last meeting. But their voice sound vibrate when retell the story.

#### **# Category 4 : Telling his/ her own version**

In this category, only respondent 2 and 14 capable retell the story by his/ her own version in the first meeting. They write their own version just part of the story. But in the second meeting respondent 2, 9 10, 18 and 19 begin to retell story by his/her own version until the last meeting. Respondent 2, 18, and 19 write the story circcumvently in the beginning. While respondent 9, 10 write down just half of the story. In the third meeting most of all respondent capable to retell story by their own version until the last meeting, they capable to retell the story with their own words and versions and also capable to comment and catch the purpose or the message of the story.

#### **# Category 5 : Solving problem of story**

In the first meeting, only respondent 3 that can guessing how to solve problem of the story. It is because most of them do not interesting to hear the story. But little by little it flows so that in the second meeting the respondent 1, 6, 8, 9, 11, 12, and 20 begin to enjoy story and capable to give some opinion to solve problem in the story. in the next meeting respondent 9 and 13 capable to solve problem in the story until the last meeting. In the forth and fifth meetings most of them capable to solve problem in the story.

From all of the explanation above about the situation in the fifth grade when the researcher observe them the reseracher analyse it based on Brolin theory (1992:11) about the characteristics of creative person.

## B. Discussions

In this point, the researcher explained the data analysis that had been gotten from the findings above about genre in children's literature based on Lukens (2003: 13-29) and the role of children literature to develop students creativity based on Brolin (1992:11). There are two result of data analysis, they are : genres of children literature frequently used and the development of student's imagination in the fifth grade of SDN 133 Takalala.

### 1. Types of children's literature genre used mostly in SDN 133 Takalala

In this point the researcher analyzed three types of children's literature genre mostly used in SDN 133, they are : Realism, Traditional Literature and Fantasy.

#### a. Realism

Realism is the story that may be possible and happened. Lukens (2003:14) assumes about the general characteristic of realism as the fictional narrative with attractive character that created set in possible place and time. There are some kinds of realism, they are: realistic story, animal realism, historical realism and spot stories. In this research, the researcher found one realistic story, that is *Tanaman Padi di Tulugagung Terserang Sundeap*.



a) *Tanaman Padi di Tulugagung Terserang Sundep* ( Rice Plant in Tulugagung Coming Down with Sundep)



1) Real

**Extract 1**

*“Hal itu dirasakan petani di Kecamatan Boyolangu dan Gondang, Kabupaten Tulungagung, Jawa Timur”.*

This story is a kind of realistic story because it really happens in Tulugagung, Jawa Timur on August 13<sup>th</sup> 2007. It is shown by Liputan6 news on 10:45 a.m. It is supported by Junaid (2014: 14), she says that realism is factual, situational, emotional and sosial which describe actual place, people, and events in the story. Realistic story has realistic situation. The event in this story really happen in real life. It faced by the farmers in Tulungagung. This situation often saw by children in the real life. Social conditions also described with a lot of reality so that the story seems truthful.

## 2) Logic

### Extract 2

*“Bila serangan sundep ini tidak segera diatasi, **petani akan gagal panen**”.*

This conflict of this story is logic. The problem is sosial issue, the statement above saw that this story is logic. If the sundep do not guarded it is able to make farmer fail to harvest. The farmer in the story had done many things to solve their problem but it is nit succed.

## 3) Social Relation

### Extract 3

*“Petani berharap, **pemerintah lewat Dinas Pertanian Tulugagung segera turun tangan** dengan memberikan bantuan obat obatan yang mampu mencegah hama sundep”.*

This statement proves that this story is really happen in Tulugagung. It makes the society in Tulugagung anxious. As Lukens (2003:14) says that the general characteristic of realism as the fictional narrative with attractive character that created set in possible place and time. It is supported by Junaid (2014:14), she says that realistic story has realistic situation and the events in the story could happen in the real life. She adds that realism also describe beleivable and realistic thought, feeling, and relationship among the characters.

## b. Traditional Literature

Lukens (2002:24) says that term “traditional” in literature shown that the form comes to us from the ordinary person, anonymous storyteller, and exists orally.

Kind of traditional literature are : fable, folktale, myth, legend, hero tale, and folk epic. In this research, the researcher found two stories, that are: *Petuah Pak Garam*, and *Ular N'Daung*.

c) Petuah Pak Garam ( Pak Garam Advices)



4) Values

**Extract 4**

*“Dari kejadian itu, Pak Garam membuat petuah, yang kemudian oleh masyarakat Sakai dikenal sebagai Petuah Pak Garam. Isi petuah itu adalah pertama, **rahasia jangan dibuka sebelum berantai di pintu kubur**. Kedua, **harapan orang jangan diputuskan**, dan ketiga, **orang besar jangan dibohongi**. Maksudnya, orang kaya seperti raja dapat membuktikan pembicaraannya dalam sekejap saja.”*

This statement shows that this story contains educational and moral values.

This story gives some advices that can be learn by children. Folktale is a story which was created by imagination of society and it grew and developed in the live of people.

The story was influenced by many culture and tradition and the character is easy to identify because it usually portrays bad and good characters (Junaid, 2014: 20). In this story only saw good character, that *Pak Garam* character. He helped people even though he did not know how to make it and he is very loyal to his king.

#### 5) Hero

##### Extract 5

*“Raja tahu kegunaan batu tersebut. Raja segera memerintah prajuritnya untuk meminta batu itu kepada Pak Garam.”*

This statement shows that this story contains heroes' element. This story shows the king character. This character appears in the end of the story when *Pak Garam* finds *Batu Keramat*. It is supported by Junaid (2014: 21), she says that the legend is a traditional story mixed from historical truth and fantasy and it presents historical characters like King, Arthur, and so on.

#### 6) History

##### Extract 6

*“Pak Garam, begitulah orang-orang kampung memanggil laki-laki itu. Badannya kurus, tinggi, dan berkulit hitam legam”.*

This story is the kind of traditional literature. Traditional Literature is ancient stories or poems told orally for long time until someone found it, wrote it down and published it. It has an anonymous storyteller. This story calls *Pak Garam* Advices because in the story *Pak Garam* has three advices that can be learned by the reader.

### Extract 7

*“Setelah berpikir panjang dan tak ragu lagi, Pak Garam akhirnya menyetujui. Sesampainya di rumah orang yang meninggal itu, Pak Garam langsung memandikan mayat. Semula Pak Garam ragu, tetapi akhirnya Pak Garam menyerahkan benda itu kepada utusan kerajaan. Diam-diam Pak Garam menyimpan batu itu. Konon, **batu itu bernama buntat manusia atau disebut juga ”barang keramat”**.*

This story is the part of legend story. Lukens (2003: 24) says that kinds of traditional literature are: fable, folktale, myth, legend, hero tale, and folk epic. This story included in legend part. It supported by Junaid (2014: 21), she says that legend is a traditional story mixed from historical truth and fantasy and it presents historical characters like King, Arthur, and so on. This story give understanding about new thing by presenting phenomena of *buntat manusia* and human relationship.

#### d) Ular N'Daung ( Snake N'Daung)





#### 4) Values

##### **Extract 8**

*“Keesokan harinya setelah ia membawa bara api pulang, ia pun **menepati janjinya** pada Snake N'Daung”.*

This statement shows the educational values. It shows us that fulfill a promise is very important. This story shows many values, those are fulfill a promise, do not becomes jealous, impulsive, be brave, and so on. All of them showed in *bungsu* character that can more lesson to students.

##### **Extract 9**

*“mereka mengendap ke dalam gua dan mencuri kulit ular tersebut. Mereka mengira dengan demikian ksatria itu akan marah dan mengusir adiknya itu. Tetapi yang gterjadi justru sebaliknya. Dengan dibakarnya kulit ular tersebut, secara tidak sengaja mereka membebaskan pangeran itu dari kutukan.”*

This statement remind us that looks jealous is bad attitude. The subgenre of legend is hero tale. Hero tale usually called tall tale, it portrays the characters with their marvelous deeds (Junaid:2014:21). It can be seen in Bungsu and Pangeran Abdul Rahman Alamsjah character.

#### 5) Hero

##### **Extract 10**

*“Ternyata **pada malam hari, ular itu berubah menjadi seorang ksatria tampan** bernama Pangeran Abdul Rahman Alamsjah.*

This story is the kind of traditional literature, it is the legend part. It has anonymous storyteller. This story has anonymous storyteller. Lukens (2003: 24) says

that kinds of traditional literature are: fable, folktale, myth, legend, hero tale, and folk epic.

6) History

**Extract 11**

*“Hal itu disebabkan karena ia **disihir oleh pamannya menjadi ular**. Pamannya tersebut menghendaki kedudukannya sebagai calon raja”.*

This statement shows how Pangeran Abdul Rahman Alamsjah become *Ular N'Daung*. His uncle used black magic to change Andul Rahman becomes N'Daung snake to holding his wealth. It supported by Junaid (2014: 21), she says that legend is a traditional story mixed from historical truth and fantasy and it presents historical characters like King, Arthur, and so on.

c. Fantasy

Lukens (2003:13-29) says that fantasy is the unbelief story. Fantasy story is developed by imagination but acceptance by the reader. Junaid (2014; 18) adds that fantasy is a story which may presents animal which can talk, inanimate object which come to life, giant people, and imagery world. In this research, the researcher found three stories, namely: *Kisah Sepasang Sandal Kulit* and *Gara-Gara Lame*.



d) Kisah Sepasang sandal Kulit ( The Story of a Leather Sandals).



4) Unlogic

**Extract 12**

*“Poqon!” panggil sandal jantan kepada istrinya, si sandal betina. “jika kita selalu diintip tikus yang kelaparan, lama kelamaan kita bisa jadi mangsanya. Bagaimana kalau kita berdoa kepada Tuhan agar dijadikan tikus saja?”.*

This statement is the conversation between leather sandals. This story is the kind of fantasy story in the fantastic stories. As Carol (1999:177) says that animal fantasy is the story in which animals behave as human being like emotion, talk, have the ability, and so on. In this story, the leather sandals talk each other, fell and ask like human being. Junaid (2014: 18) adds that fantastic stories presents realistic details mixed with fantastic qualities and the character may be personified.

### 5) Magic and Supernatural

In this story the researcher found that there is no magic and supernatural aspect.

### 6) Unreal

#### Extract 13

*“setelah lama menjadi sepasang anjing pemburu, mereka merasa lelah dan bosan. Mereka berdua kembali meminta agar dijadikan raja dan ratu”*

This statement shows us that this story is not real. It's only fiction story which unsuitable with the real life. In the real life we can not do what we want, it is need a long process. It is supported by Carol (1999:177) says that animal fantasy is the story in which animals behave as human being like emotion, talk, have the ability, and so on.

#### e) Gara-Gara Lame (Because of Lame)



#### 4) Unlogic

##### **Extract 14**

*“Ayo kita makan lame,” kata tikus. “Di mana kita bisa makan lame?” tanya kucing lagi.*

This story is also the kind of animal fantasy. It shown in the story they can talk like human and behave as human being which supported by Carol’s opinion (1999:177). Junaid (2014: 18) adds that fantastic stories presents realistic details mixed with fantastic qualities and the character may be personified.

#### 5) Magic and Supernatural

In this story the researcher found that there is no magic and supernatural aspect.

#### 6) Unreal

##### **Extract 15**

*“Tikus keasyikan memakan lame-lame itu. Karena ingin makan lebih banyak, ia mulai mengerat tali pengikat lame. Sewaktu mengerat, tiba-tiba ia terpeleset dan jatuh. Sebelum terempas ke bawah, tikus berteriak, “awas, cing, ini aku, bukan lame!”.”*

This statement shows that this story is not real. Eventhough this story is not real, its contain truth thing which can give lesson to us like mouse attitude is a bad attitude. People have to remember her/his friend in good and bad condition.

f) Ular N'Daung (Snake N'Daung)



4) Unlogic

In this story there is no unlogic aspect.

5) Magic and Supernatural

**Extract 16**

*“Ternyata pada malam hari, ular itu berubah menjadi seorang ksatria tampan bernama Pangeran Abdul Rahman Alamsjah. Adapun pada pagi hari, ia akan kembali menjadi ular”.*

Beside included in traditional literature kind, this story is included in fantasy kinds also. This story included in fantasy kind in supernatural part. That statement shown that this story contains supernatural aspect especially about witchcraft. It is supported by Carol (1999: 118), he says that witchcraft and other aspects of the occult sometimes play a role in children's fantasy books.

## 6) Unreal

In this story the researcher found that there is no unreal aspect.

From all of the data above, the researcher found that from six kind of children's literature genre from Lukens (2003:13-29) there are three kinds of genre that appear in the manualbook. It shown in different subtopic. Three kinds of genre frequently used by the teacher in fifth grade of SDN 133 Takalala, namely : Realism, Traditional Literature, and Fantasy. In this research, the researcher found one story included in realism (*Tanaman Padi di Tulugagung Terserang Sunde*), two stories included in Traditional Literature (*Petuah Pak Garam* and *Ular N'Daung*), and three stories included in Fantasy (*Kisah Sepasang Sandal Kulit*, *Gara-Gara Lame*, and *Ular N'Daung*).

## 2. The role of short story in students' creativity in SDN 133 Takalala.

In this point, the researcher explained the data analysis that had been gotten from the findings above about the role of short story in students' creativity based on Brolin (1992: 11). The researcher observe them based on five points that have been mentioned in observation sheet. These points are : The students asking question, guessing, and answering, Paying attention to the story, Having a good self confidence to come in front of the class to tell a story, Telling her/his own version of story, and Solving problem of story.

The table above shows the role of short story in students' creativity are as follows:



### Category 1: The students asking question, giving and answering

This category in relation to the students' creativity could be seen from the strong motivation when respondents raise their hand if the teacher ask to give question, guessing, and answer the question. The students show their motivation through their enthusiastic to give question by raise their hand. It is supported by Brolin (1992: 11) describes the characteristics of creative person, they are : **strong motivation**, endurance, curiosity, deep commitment, independence in thought and action, strong desire for self-realisation, strong sense of self, strong self-confidence, openness to impressions from within and without, attracted to complexity and obscurity, high sensitivity, high capacity for emotional involvement in their investigations. Total percentage from all respondents in the first meeting is 15%, but in the second meeting up to 45% and in the third meeting up to 70%. It is because they begin to put some pleasure on it. It raises until the last meeting. In the fourth meeting up to 95% and 100% in the last meeting. Duffy (2006:39) adds that the creative process in children following elements like **show an interest, give respond to comment and question**, describe, represent and construct, choose for a purpose, work creatively and create, use imagination, explore an experience using senses, respond to comments and questions, discuss creations. It means that from the first meeting until the last meeting shows us the creative process in children.

### Category 2 : the students paying attention to a story

This category related to students' creativity. It could be seen from the students curiosity to know the story well. It is the one of characteristic of creative

person. As Brolin (1992:11) says that the characteristics of creative person, they are : strong motivation, endurance, **curiosity**, deep commitment, independence in thought and action, strong desire for self-realisation, strong sense of self, strong self-confidence, openness to impressions from within and without, attracted to complexity and obscurity, high sensitivity, high capacity for emotional involvement in their investigations. It could be seen in the first meeting until the last meeting. Total percentage in the first meeting is 10% but up to 95% in the last meeting. 40% respondents in the second meeting have enthusiasm when hear the story. it is supported by Duffy (2006: 58) says that creative experiences encourage a wide range of: disposition and attitude such fun, appreciation, confidence, self-motivation, values, **enthusiasm**, experimentation, persistence, sharing, curiosity, perseverance, enjoyment, cooperation, willingness, acceptance, excitement, reflection, self-esteem, concern, self-discipline, evaluation, concentration, helpfulness, pleasure, lack of inhibition, respect for others. Total percentage in third meeting up until 70% and 85% in the fourth meeting. It shows us the creative process in children.

Category 3 : The students having a good self confidence to come in front of the class to tell a story

This point related to students' creativity. It could be seen from their strong motivation and endurance when come in front of the class to retell the story that they have heard. Brolin (1992:11) says that the characteristics of creative person, they are : strong motivation, **endurance**, curiosity, deep commitment, independence in thought and action, strong desire for self-realisation, strong sense of self, **strong self-**



**confidence**, openness to impressions from within and without, attracted to complexity and obscurity, high sensitivity, high capacity for emotional involvement in their investigations. Strong self confidence is the one of some characteristic of creative person. Total percentage from respondent in the first meeting is 5% but up to 35% in the second meeting. 55% in the third meeting because they begin to build their self confidence to come in front of the class to retell the story. It is up until the last meeting, 75% in the fourth meeting and 95% in the last meeting. All respondents begin to enjoy the story. Duffy (2006:39) adds that the creative process in children following elements like show an interest, give respond to comment and question, **describe**, represent and construct, choose for a purpose, work creatively and create, use imagination, **explore an experience using senses**, respond to comments and questions.

Category 4 : the students telling her/his own version of story

This category related to students' creativity, it could be seen in independence in thought and action when retell story by use their own version. As Brolin (1992:11) says that the characteristics of creative person, they are : strong motivation, endurance, curiosity, deep commitment, **independence in thought and action, strong desire for self-realisation**, strong sense of self, **strong self-confidence**, openness to impressions from within and without, attracted to complexity and obscurity, high sensitivity, high capacity for emotional involvement in their investigations. They use their imagination to remember and describe the story that they have heard to create their own version. It supported by Duffy (2006:39) adds

that the creative process in children following elements like show an interest, give respond to comment and question, **describe**, represent and construct, choose for a purpose, **work creatively and create**, **use imagination**, **explore an experience using senses**, respond to comments and questions. Total percentage of all respondents in the first meeting until the fourth meeting shows us the creative process. The percentage in the first meeting and the second meeting up from 10% until 30%. 80% in the third meeting up to 85% in the fourth meeting. But in the last meeting down to 80%, it because of unavailable time to write down her/his own version of story.

Category 5: the student solving the problem in the story

This point related to the students' creativity. All respondents have high sensitivity to the story. As Brolin (1992:11) says that the characteristics of creative person, they are : strong motivation, endurance, curiosity, deep commitment, independence in thought and action, strong desire for self-realisation, **strong sense of self**, strong self-confidence, openness to impressions from within and without, **attracted to complexity and obscurity**, **high sensitivity**, **high capacity for emotional involvement in their investigations**. The respondent find out a unique way to solve problem in the story. Besides that they can learn many lesson from it. It is supported by Gardner (1998:9) who says that children are natural problem solvers who create new ways of thinking about a new problem or solving an old one. They get away from the conventional ideas and arrive at the solution of a problem in an unusual, unique way. In the first meeting almost all respondents do not know how to

solve problem in the story. little by little they use their sensitivity and independence to thinking to think the way hoe to solve problem in the story. Furthermore, total percentage up to 40% in the second meeting from 5% in the first meeting. The percentage in the last meeting up to 95%. From 45% in the third meeting up to 75% in the fourth meeting. It shows us that there was creative process in students from the first meeting until the last meeting.

From the observation process in the five meetings done, the researcher found that all the five short stories used really helpful in developing students creativity. It is proved that through the five categories, students showed significant development as follows:

1. In the first categories, from the first meeting until the last meeting the used of short story can motivate, make students interested to liteature, and also can help the students to be a critic person.
2. In the second categories, from the first meeting until the last meeting the used of short story has role in giving information and knowledge to the child because the using of story make them have a curiosity and have enthusiasm to hear and know the story.
3. In the third categories, from the first meeting until the last meeting the used of short story has role to build the students self confidence to speak in front of the class. The students can learn to describe something in front of many people.

4. In this categories, from the first meeting until the last meeting the used of short story can give some lesson to the students to be independence when do something, and make them aware how important self confidence is, the students can learn to create something by used the own language, version, and style.
5. The last categories, from the first meeting until the last meeting the used of short story has role in students' creativity development. It is shown by the used of their emotional development to solve problem in the story. They can create new ways to solve problem in the story.

From all of the explanation above about data analysis that had been gotten from the findings above about the role of short story in students' creativity in the fifth grade when the researcher observe them the reseracher concludes that the story has role in students' creativity development. Those role are can motivate, make students interested to literature, be critic person, giving knowledge, build their self confidence, be independence in thought and action, create new way to solve problem. So that way the researcher concludes that 93% students in the fifth grade of SDN 133 Takalala have develop their creativity. It can see from the table and the explanation above. It means that children literature has role in students' creativity in SDN 133 Takalala.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In chapter, the researcher presented out several conclusions and suggestions. After analyzing the data the researcher makes some conclusions and suggestions as follows :

#### A. Conclusion

After analyzing the data, it was important to conclude what elaborated before. So, the conclusion of this research was;

1. This research analyze types of genre of children's literature mostly used in SDN 133 Takalala. The researcher analyze the data by used theory genre of Lukens (2013:12-29). There are five genres of children's literature, those are : Realism, Formula Fiction, Fantasy, Traditional Literature, Poetry, and Informational Books. In this research, the researcher found three types of genre mostly used in SDN 133 Takalala, they are : Realism, Traditional Literature, and Fantasy. There is one story included in Realism (Tanaman Padi di Tulugagung Terserang Sundepe), Traditional Literature (Petuah Pak Garam, Ular N'Daung), Fantasy ( Kisah Sepasang Sandal Kulit, Gara-Gara Lame, Ular N'Daung).
2. The researcher also found the role of short story in students' creativity in SDN 133 Takalala. The researcher analyze the data by using Brolin theory (1992:11) about the characteristics of creative person. Based on table observation and data analyze before, the researcher concludes that the story

has role in students' creativity development. Those role are can motivate, make students interested to literature, be critic person, giving knowledge, build their self confidence, be independence in thought and action, create new way to solve problem. From the table above it is shows that 93% students in the fifth grade of SDN 133 Takalala have develop their creativity. It means that children literature has role in students' creativity in SDN 133 Takalala.

### **B. Suggestions**

Based on the coclusions above, the researcher suggest to:

1. Educators to introduce literature to children especially in elementary school. Children literature is very important for children, because it has positive role in children creativity, personality, and character. Beside that literature should be not just using as tools but it should be use as a media in learning.
2. To the students in English Literature Department, the researcher suggest to give pay more attention to the literature. Besides the educators, students in English Literature major also has role to increase students in elementary school, child and young people' creativity in your sorrounding. As the result of this research, it shows how important literature is, especially in children development.

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# APPENDIX











UNIVERSITAS ISLAM NEGERI  
ALAUDDIN















ALA UDDIN

MAKASSAR

























## Tanaman Padi di Tulungagung Terserang Sundep

Selain berjuang mengatasi keke-  
ringan, saat ini petani juga harus meme-  
ras otak untuk memberantas hama sundep.  
Hal itu dirasakan petani di Kecamatan  
Boyolangu dan Gondang, Kabupaten  
Tulungagung, Jawa Timur. Di dua keca-  
matan tersebut, hampir seluruh tanaman  
padi terserang hama penggerek batang  
(sundep). Ciri-cirinya, bulir padi hampa  
dan batangnya membusuk.



Rep. www.bp3.blogget.com,  
diakses 21 Agustus 2007

Gambar 1.4 Padi yang terserang hama.

Bila serangan sundep ini tidak segera diatasi, petani akan gagal panen. Petani sendiri sudah berupaya memberantas hama dengan menyemprotkan berbagai pestisida, tetapi kurang berhasil. Satu-satunya cara adalah dengan mencabut batang padi yang sudah terserang.

Petani berharap, pemerintah lewat Dinas Pertanian Tulungagung segera turun tangan dengan memberikan bantuan obat-obatan yang mampu mencegah hama sundep.

(Sumber: <http://www.perempuan.com>, diakses  
21 Agustus 2007, dengan pengubahan).



## Petuah Pak Garam

(Cerita Rakyat Bengkalis, Riau)

Di kampung yang damai, hidup se-pasang suami istri miskin. Mereka tinggal di gubuk. Sebagian atapnya sudah berlubang-lubang.

Pak Garam, begitulah orang-orang kampung memanggil laki-laki itu. Badannya kurus, tinggi, dan berkulit hitam legam. Setiap hari ia berjalan sambil menjinjing tas berisi garam untuk dijual dari rumah ke rumah atau ke pasar.



Gambar 2.2 Pak Garam sedang memikul garam.

Pada suatu hari, di kampung tetangga ada orang meninggal. Namun, tidak ada seorang pun yang dapat memandikan dan menyembahyangkan jenazahnya. Beberapa orang diutus mencari orang yang dapat memandikan dan menyembahyangkan jenazah. Akhirnya, mereka bertemu Pak Garam dan meminta tolong kepadanya.

"Saya tak punya pengetahuan untuk menyalatkan orang mati," jawab Pak Garam singkat.

"Kami tak peduli Pak Garam pandai atau tidak, tetapi tolong keluarga kami yang meninggal itu dimandikan dan disembahyangkan," tutur salah seorang utusan tersebut.

Setelah berpikir panjang dan tak ragu lagi, Pak Garam akhirnya menyetujui. Sesampainya di rumah orang yang meninggal itu, Pak Garam langsung memandikan mayat. Namun, Pak Garam menjadi terkejut ketika melihat batu di ketiak mayat yang dimandikan. Diam-diam Pak Garam menyimpan batu itu. Konon, batu itu bernama *buntat manusia* atau disebut juga "barang keramat". Kegunaannya sangat luar biasa dan termasuk barang antik yang tak ternilai harganya.

Setelah upacara jenazah selesai, Pak Garam segera pulang. Sesampainya di rumah, Pak Garam menceritakan semua kejadian yang dialami saat ia memandikan mayat kepada isterinya.

"Tapi, saya tidak tahu apa nama batu ini dan apa pula kegunaannya," lanjut Pak garam.

"Kita simpan sajalah batu ini," saran istri Pak Garam.

Ternyata, pembicaraan Pak Garam itu didengar oleh Bujang Selamat (pesuruh kerajaan) yang sedang memikat burung puyuh tak jauh dari rumahnya. Bujang Selamat bergegas pulang ke kerajaan dan melaporkan apa yang baru dia dengar kepada raja.

Raja tahu kegunaan batu tersebut. Raja segera memerintah prajuritnya untuk meminta batu itu kepada Pak Garam.

Semula Pak Garam ragu, tetapi akhirnya Pak Garam menyerahkan benda itu kepada utusan kerajaan. Pak Garam dan isterinya kemudian diundang ke kerajaan untuk menerima hadiah. Pak Garam dan isterinya diberi kekayaan, rumah, pakaian, emas, dan sebagainya.

Dari kejadian tersebut, barulah terjawab apa yang dipikirkan Pak Garam mengenai manfaat dan guna batu tersebut. Dari kejadian itu, Pak Garam membuat petuah, yang kemudian oleh masyarakat Sakai dikenal sebagai Petuah Pak Garam. Isi petuah itu adalah pertama, rahasia jangan dibuka sebelum berjunta di pintu kubur. Kedua, harapan orang jangan diputuskan, dan ketiga, orang besar jangan dibohongi. Maksudnya, orang kaya seperti raja dapat membuktikan pembicaraannya dalam sekejap saja.

(Sumber: <http://www.bengkalis.go.id>, diakses 30 Agustus 2007, dengan pengubahan seperlunya)



disampaikan secara langsung. Artinya, kita harus menyimpulkannya sendiri.

- c. Latar suasana adalah keterangan tentang suasana pada saat peristiwa itu terjadi, misalnya, kesedihan atau kebahagiaan.

Setelah menemukan watak dan latar cerita kamu dapat menceritakan kembali isi cerita rakyat dengan bahasamu sendiri. Hal penting yang harus kamu ingat, yaitu kamu harus menggunakan bahasa yang baik dan benar. Selain itu, gunakan kalimat yang mudah dipahami dan ceritakan isi cerita secara runtut. Jadi, pendengar mudah memahami isi ceritamu.

Kamu juga dapat memberikan tanggapan terhadap isi cerita rakyat. Tanggapan merupakan penilaian terhadap pesan atau amanat cerita. Oleh karena itu, sebelum menanggapi cerita, kamu harus mengetahui pesan atau amanat cerita.

Sekarang gurumu akan membacakan cerita rakyat berikut. Dengarkan dengan saksama! Sambil mendengarkan, catatlah nama tokoh dan wataknya serta latar cerita tersebut!

### Ular n'Daung Cerita II

(Cerita Rakyat dari Bengkulu)

Dahulu kala, di kaki sebuah gunung di daerah Bengkulu, hiduplah seorang wanita tua dengan tiga orang anaknya. Mereka sangat miskin dan hidup hanya dari penjualan hasil kebunnya yang sangat sempit. Pada suatu hari perempuan tua itu sakit keras.

Orang pintar di desanya itu meramalkan bahwa wanita itu akan tetap sakit apabila tidak diberikan obat khusus. Obatnya adalah daun-daunan hutan yang dimasak dengan bara gaib dari puncak gunung.

Alangkah sedihnya keluarga tersebut mengetahui kenyataan itu. Persoalannya adalah bara dari puncak gunung itu konon dijaga oleh seekor ular gaib. Menurut cerita penduduk desa itu, ular tersebut akan memangsa siapa saja yang mencoba mendekati puncak gunung itu.

Di antara ketiga anak perempuan ibu tua itu, hanya si Bungsu yang menyanggupi persyaratan tersebut. Dengan perasaan takut ia mendaki gunung kediaman si Ular n'Daung. Benar seperti cerita orang, tempat kediaman ular ini sangatlah menyeramkan. Pohon-pohon sekitar gua itu besar dan berlumut. Daun-daunnya menutupi sinar matahari sehingga tempat tersebut menjadi temaram.

Belum habis rasa khawatir si Bungsu, tiba-tiba ia mendengar suara gemuruh dan raungan yang keras. Tanah bergetar. Inilah pertanda si Ular n'Daung mendekati gua kediamannya. Mata ular tersebut menyorot tajam dan lidahnya menjulur-julur. Dengan sangat ketakutan si Bungsu mendekatinya dan berkata, "Ular yang keramat, berilah saya sebutir bara gaib guna memasak obat untuk ibuku yang sakit. Tanpa diduga, ular itu menjawab dengan ramahnya, "Bara itu akan kuberi kalau engkau bersedia menjadi istriku!" Si Bungsu menduga bahwa perkataan ular ini hanyalah untuk mengujinya. Maka ia pun menyanggupinya.

Keesokan harinya setelah ia membawa bara api pulang, ia pun menepati janjinya pada Ular n'Daung. Ia kembali ke gua puncak gunung untuk dipenitri si ular. Alangkah terkejutnya si Bungsu menyaksikan kejadian ajaib. Ternyata pada malam hari, ular itu berubah menjadi seorang ksatria tampan bernama Pangeran Abdul Rahman Alamsjah. Adapun pada pagi hari, ia akan kembali menjadi ular. Hal itu disebabkan karena ia disihir oleh pamannya menjadi ular. Pamannya tersebut menghendaki kedudukannya sebagai calon raja.

Setelah kepergian si Bungsu, ibunya menjadi sehat dan hidup dengan kedua kakaknya yang sirik. Mereka ingin mengetahui apa yang terjadi dengan si Bungsu. Oleh karena itu, mereka pun berangkat ke puncak gunung. Mereka tiba di sana malam hari. Alangkah kagetnya mereka, ketika mereka mengintip bukan ular yang dilihatnya, tetapi lelaki tampan. Timbul perasaan iri dalam diri mereka. Mereka ingin memfitnah adiknya.

Mereka mengendap ke dalam gua dan mencuri kulit ular itu. Mereka membakar kulit ular tersebut. Mereka mengira dengan demikian ksatria itu akan marah dan mengusir adiknya itu. Tetapi yang terjadi justru kebalikannya. Dengan dibakarnya kulit ular tersebut, secara tidak sengaja mereka membebaskan pangeran itu dari kutukan.

Ketika menemukan kulit ular itu terbakar, pangeran menjadi sangat gembira. Ia berlari dan memeluk si Bungsu. Diceritakannya bahwa sihir pamannya itu akan sirna kalau ada orang yang secara sukarela membakar kulit ular itu.

Kemudian, si Ular n'Daung yang sudah selamanya menjadi Pangeran Alamsjah memboyong si Bungsu ke istananya. Pamannya yang jahat diusir dari istana. Si Bungsu pun kemudian mengajak keluarganya tinggal di istana. Tetapi kedua kakaknya yang sirik menolak karena merasa malu akan perbuatannya.

(Sumber: [http://www.sensita.niu.edu/indonesian/budnya\\_bangsa/Cerita\\_Rakyat/Bengkulu](http://www.sensita.niu.edu/indonesian/budnya_bangsa/Cerita_Rakyat/Bengkulu), diakses 18 Maret 2010)

Cerita yang menarik, bukan? Siapa saja tokohnya? Di mana, kapan, dan dalam suasana bagaimana peristiwa itu terjadi? Berikut ini uraiannya.

#### 1. Tokoh

Tokoh dalam cerita tersebut, antara lain si Bungsu, Ular n'Daung, dan dua kakak si Bungsu.

#### a. si Bungsu

Watak : Suka menepati janjinya.

Bukti teks : "Keesokan harinya setelah ia membawa bara api pulang, ia pun menepati janjinya pada Ular n'Daung."

#### b. Ular n'Daung (Pangeran Abdul Rahman Alamsjah)

Watak : Ramah.

Bukti teks : "Tanpa diduga, ular itu menjawab dengan ramahnya, "Bara itu akan kuberi kalau engkau bersedia menjadi istriku!"



## V. Mendengarkan Cerita Rakyat dan Menanggapinya

Setelah mempelajari subbab ini, kalian dapat menanggapi isi cerita rakyat.

### A. Mendengarkan Cerita Rakyat

Ayo, dengarkan cerita rakyat yang dibacakan teman kalian berikut!

#### Gara-Gara Lame

Dahulu kala, Kucing dan Tikus bersahabat. Ke mana Tikus pergi, Kucing selalu mengikuti. Begitu pula sebaliknya.

Suatu hari, Tikus mengajak Kucing pergi.

"Ke mana?" tanya Kucing.

"Ayo, kita makan lame," kata Tikus. Yang dimaksud lame adalah singkong.

"Di mana kita bisa makan lame?" tanya Kucing lagi.

"Di sana, di rumah Pak Tani. Lamenya sangat banyak! Kita akan puas memakannya!" kata Tikus bersemangat.

Kucing tertarik pada ajakan Tikus. Maka malam itu, pergilah Tikus dan Kucing ke rumah Pak Tani. Rupanya di rumah itu sedang ada pesta pernikahan.

Kucing dan Tikus menunggu sampai pesta usai. Mereka lalu membuat kesepakatan. Karena singkong-singkong itu digantung, Tikus yang akan memanjat ke atas, sedangkan Kucing menjaga di bawah. Sebelum memanjat, Tikus berpesan, "Jika sudah ada lame yang kujatuhkan, cepatlah kamu tangkap! Jangan sampai lame itu jatuh ke tempat lain! Nanti kita ketahuan!"

Tikus kemudian memanjat. Sesampainya di atas, ia mencari lame yang bagus dan besar, lalu dimakannya sendiri. Ia lupa pada si Kucing.

"Kok, lama betul Tikus di atas?" kata Kucing dalam hati. Ia mulai jengkel dan curiga.

Tikus keasyikan memakan lame-lame itu. Karena ingin makan lebih banyak, ia mulai mengerat tali pengikat lame. Sewaktu mengerat, tiba-tiba ia terpeleset dan jatuh. Sebelum terempas ke bawah, Tikus berteriak, "Awat, Cing, ini aku, bukan lame!"

Kucing yang sudah sangat kelaparan tidak peduli lagi, apakah yang jatuh itu lame atau bukan. Si Tikus langsung ditangkapnya saja begitu jatuh di tanah.





"Aduh, aku bukan lame! Aku Tikus! Aku terpeleset hingga jatuh," kata Tikus ketakutan.

Kucing merasa kasihan juga. Akhirnya, si Tikus ia lepaskan.

Sumber: *Cerita Rakyat Sulawesi Selatan*. Karya H. Abdul Muthalib.

### B. Mendaftar Nama-Nama Tokoh dan Menuliskan Sifat Mereka

Siapa saja tokoh-tokoh dari cerita rakyat "Gara-Gara Lame"? Coba tulislah! Setelah itu, tulis juga bagaimana sifat mereka!

No.	Tokoh	Watak atau Sifat
1.	Kucing	Sabab
2.	Tikus	Kikir
3.	Rakibani	Baik
4.	Raffar	Jatuh Jantat / Sakte / Maki

### C. Menceritakan Kembali

Coba ceritakan kembali cerita rakyat "Gara-Gara Lame" dengan kata-kata kalian sendiri! Ceritakanlah secara tertulis pada buku latihan kalian!

### D. Menuliskan Latar Cerita

Latar adalah segala hal yang berhubungan dengan tempat, waktu, dan suasana yang ada dalam cerita.

Misalnya:

- 🐾 Latar tempat : di Jawa Tengah, di hutan rimba, di kamar, dan sebagainya.
- 🐾 Latar waktu : bulan Januari, tahun 2004, pada pagi hari, pada tengah malam, pada musim kemarau, dan sebagainya.
- 🐾 Latar suasana : saat perang, saat pesta, dan sebagainya.

Sekarang, coba tulislah latar dari cerita rakyat "Gara-Gara Lame"!

### E. Menulis Tanggapan Terhadap Isi Cerita

Apa tanggapan kalian mengenai cerita "Gara-Gara Lame"?  
Coba tuliskan dengan kalimat yang mudah dipahami!

## Kisah sandal kulit kerbau

Di bumi Lombok, dahulu kala hiduplah seorang Raja. Baginda Raja memiliki sepasang lelampak (sandal) dari lendong kao (kulit kerbau). Sandal kanan berasal dari kulit kerbau jantan dan sandal kiri berasal dari kulit kerbau betina.

Kedua sandal itu merupakan suami istri. Sang suami disebut Papuq mame (nenek laki-laki), sedang sang istri disebut Papuq Ki ne (nenek perempuan). Karena takdir Tuhan Yang Maha Kuasa, sepasang lelampak itu bisa bercakap-cakap, walaupun percakapan mereka hanya bisa didengar dan dimengerti oleh mereka berdua.

Pada suatu malam, Baginda Raja melepas lelampak itu dan meletakkannya di bawah tempat tidur. Jika telah dilepaskan oleh Baginda Raja, sepasang lampak itu mulai khawatir. Lebih-lebih jika sedang musim hujan, Baginda Raja selalu menggunakan lelampak itu kemanapun beliau pergi. Menurut beliau, lelampak lendong kao inilah yang dipandang paling kuat dan paling tahan terhadap air. Oleh sebab itu Baginda selalu memakainya dan sangar menyayanginya.

Setiap malam, jika lelampak itu telah dilepas dan diletakkan di bawah kolong tempat tidur, datanglah seekor tikus yang mengintipnya. Maklumlah, kulit binatang apa saja yang baru terendam air akan mengeluarkan bau yang sangat digemari oleh tikus. Hal inilah yang sangat dikhawatirkan oleh lelampak jantan.

"Puqen!" demikian biasanya lelampak jantan memanggil istrinya.

"Puqen!" demikian biasanya lelampak jantan memanggil istrinya.

"Ya...!" sahut lelampak betina.

"Jika begini terus keadaannya setiap malam selalu terus diintip oleh tikus yang kelaparan itu, akhirnya kita akan menjadi mangsanya. Bagaimana kalau kita memohon kepada Yang Maha Kuasa agar kita dijadikan sepasang tikus?"

"Jika kemauanmu begitu aku menurut saja" jawab istrinya

"Kalau demikian, mari kita berdoa bersama agar Tuhan menjadikan kita sepasang tikus. Kalau kita menjadi tikus, tikus-tikus yang lain pasti tidak berani mengganggu kita. Dengan demikian semua sisa-sisa makanan yang ada di dapur istana dapat kita kuasai berdua."

Mereka pun mulai berdoa.

"Ya Tuhan kami, jadikanlah kami sepasang tikus..."

Atas kekuasaan Tuhan, sepasang lelampak itu berubah menjadi dua ekor tikus yang besar. Sepasang tikus itu sangat disegani oleh tikus-tikus yang lain. Apabila tikus-tikus lain mencari makan, maka dikejar-kejar oleh mereka. Begitulah kejadiannya setiap hari. Hal itu membuat Baginda Raja yang sedang tidur dengan permaisurinya sering terganggu karena gaduh yang dibuat oleh tikus-tikus itu. Baginda Raja kemudian mengutus pengawalnya untuk mencari kucing agar dapat menangkap tikus-tikus itu.

Pada zaman dahulu kala hi duplah seorang ibu dan tiga orang anaknya. Pada suatu hari sang ibu sakit keras seorang pesamal meramal sang ibu bahwa ia akan terus sakit jika ia tidak minum obat khusus yaitu daun yang di rebus bersama bara gait, di antara ketiga anaknya hanya si bungsu yang menyanggupi persyaratannya.

Keesokan harinya, si bungsu ke puncak gunung bernama Kura orang tempat. Tempat itu sangat menyeramkan pohonnya besar dan belumut, daunnya lebat hingga menutupi sinar matahari. Tanah bergetar itu tandanya ular sedang akan datang. Tangan si bungsu bergetar dan berkata "Wahai ular leman betikulah sedikit bara api gaitmu" Ular itu menjawab dengan ramah "aku akan memberikannya tetapi satu syarat kau harus menjadi istriku" si bungsu merasa ini banyak ujian saja maka ia menyanggupinya.

Keesokan harinya, si bungsu kembali ke puncak gunung. Alangkah saat melihat kejadian gaib si ular berubah menjadi Panglima tampan bernama Abdulrahman hal ini terjadi karena perbuatan sang paman yang mengingkari takutnya. Kedua kakak si bungsu mengintip si bungsu alangkah terkejutnya saat mereka melihat si bungsu bersama se orang bangeran tampan.

Pada zaman dahulu hiduplah wanita tua dan 3 orang anaknya tapi wanita itu sakit-sakitan dan dia diramalkan tidak akan sembuh kalau tidak minum air rebusan daun dan dimasak dengan bara gunung berapi tapi

koi konon katanya kalau orang pergi ke sana orang itu tidak akan pulang karena kata orang-orang dia dimakan oleh ular itu tapi si bungsu anak wanita tua itu bertekad untuk pergi mengambil bara itu ketika ia masuk ke hutan dia dihalau i rasa khawatir.

Ketika ia bertemu sang ular dia berkata "ular bisakah aku meminta sedikit bara api itu untuk memasak obat untuk ibuku yang sedang sakit" dan ular itu berkata "kapi kau harus menjadi istriku" namun si bungsu mengira itu pujian dan si bungsu pun pergi ke gua itu untuk diperistri sang ular tapi si bungsu berkecil hati dengan berubahnya sang ular menjadi seorang kesatria, ketika



Dahulu kala ada seorang keluarga yang hidup miskin. Hasil hasil jualan sawahnya yang sempit <sup>dan sedikit</sup> suatu hari ibunya sakit parah. Ada orang pintar yang meramal ibunya. Kata orang itu tidak bisa disembuhkan dengan obat-biasa-hanya bisa disembuhkan oleh obat yang ada digunung yang dijaga oleh Ular yang ganas.

Mendengar berita itu anak-anaknya sangat sedih. Tidak ada yang mau pergi ke gunung itu dan tiba-tiba si bungsu sampai digunung. Tiba-tiba panah bergemer, itu tandanya ular datang. Si bungsu langsung meneliti ular tersebut. Ular itu ular yang ganas bahkan saye meminta sedikit kaman-kaman ular yang gampang boleh tapi dengan satu syarat. Apakah kau mau jadi istrinya.

Judul cerita Ular dan Daung.

### Ular n Daung

Pada suatu hari ada wanita tua yang sakit sakit yang di alaminya sangat parah. Sakitnya harus di sembuhkan memakai daun dan buatan yang sudah dimasak. Si bunsu pergi ke hutan dan mencari dan ada ular keluar dan daun itu dan si bunsu memberitaukan kepada si ular. Ular aku ingin daun itu. Si ular ibuku sedang sakit si ular ber kata aku akan memberi kan daun itu tetapi kau harus menikah denganku. Si bunsu berkata baiklah si ular.

### Ular n'Daun

Pada zaman dahulu hiduplah seorang wanita tua dan 3 putrinya. Pada suatu hari ibunya sakit keras dan mencari orang pintar yang bisa mengobati ibunya yang sakit itu dan peramal itu bilang bahwa ibunya akan sakit terus jika tidak di beri obat khusus yang dimasak dengan benda ajaib

dan tidak mempunyai rasa takut si bungsu metujuinya saat ia sampai ia berkata kenar kata orang tempat ini sangat gelap dan tidak memiliki rasa takut ia mendekati goa itu dan sinar matahari ditutupi daun dan banyak pohon besar dan ia mendengar suara tanah bergeser murung dan ia merasa takut dan itu tendanya ulardan daun mendekatinya ketakutan si bungsu mendekati ular dan daun itu ia berkata alar kerama berilah benda ajaib

### ular n'Daun

Pada zaman dahulu ada seorang wanita dan namanya pada waktu itu ibunya sakit keras, dan si bungsu yang bisa menyembuhkan ibunya adalah daun yang ada di gunung. orang kata ada ular di gunung itu. bungsupun pergi ke gunung itu. kata bungsu, memang benar ada ular di gunung ular itu sangat menyekamkan, tetapi bungsupun segera masuk, kata bungsu ular ndaun tolong aku mau daun itu karena ibu ku sakit keras. tak lama ular itu bisa berbicara, kalau kamu mau daun itu kamu harus berjajri akan menikahi aku. dan bungsupun setuju. bungsupun segera pulang, bungsupun menepati janjinya. sesampainya di gunung bungsupun melihat pria yang sangat tampan, namanya

### Ular si' daung

Pada zaman dahulu ada seorang wanita dan tiga anaknya. Suatu hari ibunya sakit keras dan memanggil orang pintar dan menceritakan ibunya bisa sembuh kalau ia minum daun dari hutan dan barang gaib dari pegunungan itu. Keluarga sangat bersedih karena barang gaib itu tinggal di pegunungan itu. Namun ada seekor ular yang sangat jahat. Tetapi si bungsu tetap ingin pergi kesana. Dan sesampainya disana tempat itu dilumuri lumpur dan pohonnya sangat tinggi sampai menutupi matahari. tiba-tiba tanah bergetar itu tandanya ular pun sudah bangun dan si bungsu itu berkata wahai ular berikanlah aku satu barang gaibmu untuk menyembuhkan ibu saya. Dan ular itu pun memberikan barang gaibnya dengan satu syarat si bungsu harus diperistri ular itu dan si bungsu itu pun menyanggupi syaratnya. Dan dia pun pergi ke gua itu dan melihat bukan ular tapi kesatria dan tampan namanya adalah

### Ular si' daung

Dahulu kala hiduplah seorang Abdul... di seorang ~~da~~ yang menjadi ular i' tu pamannya yang jahat itu menyihir seorang pangeran Abdul.

Ita ular itu berubah karna disihir oleh pamannya itu jahat dan pangeran itu suka menjadi ular dan di sihir oleh pamannya yang jahat. kakanya juga jahat seperti pamannya dan ibunya itu akan menjabati Abdul.





### ular daun

Pada zaman dahulu kala hiduplah seorang daung ular ndaung disebuah pohon yang lebar daunnya sangat lebar dia menutupi matahari pohon itu sangat lebar tanah itu bergetar-getar kabangnya berbungah pada suatu hari ibunya sakit dan bungsu

### Ular n'Paung

Pada suatu hari ibu sibungsu sakit ada orang yg memberitau kepada sibungsu dan sibungsu mencari obat itu sibungsu menemui ular ular itu mengatakan kepada sibungsu aku akan memberka obat itu kalau kamu mau merika sama saya dan sibungsu megat akan iya dan sibungsu pulang membawa obat itu Pulah Setelah itu sibungsu kembali ketempat ular itu dan sibungsu itu diajak kebandang setelah malam ular itu berubah menjadi manusia

Sodara sibungsu sampai digunung Pada malam dan sodara sibungsu diya bukan meliha ular tapi meliha manusia yg tampat dan melihat kulit ular dan membakar diya pikir kalau laki-laki tampan itu adakah megasi sibungsu tapi sebatinya dan laki-laki itu akan menjadi manusia normal dan sibungsu diajak keistan dan Paman yg diusir dari kerajaan dan semu keluarga sibungsu diajak kecuali sodara yg karam malu



Dahulu kala ada sandal dari kulit kerbau, disebelah kanan kerbau jantan disekel kiri pula kerbau betina dan mereka saling berbicara. Ada seekor tikus yang suka sandal itu. Suatu hari sandal itu berda kepada teman agar dijadikan tipos yang besar dan diaanya terheburan dan tikus-tikus lainnya pada kebukuan. Tikus-tikus itu <sup>sejauh</sup> berarian dan ~~tidak~~ <sup>raja</sup> mense deganggo dan raja ingin membeli ~~barang~~ dan tikus itu berda kepada teman agar dijadikan tikus.

Sebaiknya kita agar agar sudah ~~selesai~~ apa yang diberikan teman.

menegor dan memberi ~~lalu~~ jika syukur apa yang syukur  
diberi kepada Tuhan,  
janganlah berpintu ~~marbutu~~ ~~sejauh~~ syukur apa yang  
diberi kepada Tuhan,  
janganlah berpintu ~~milik~~ ~~salah~~ ~~salah~~

kisa sepasang kulit sandal kulit  
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Dahulu kala ada sebuah raja yang memiliki dua pasang sandal dari kulit kerbau yang sebelah wanonya terbuat dari kulit kerbau jantan yang sebelah kirinya terbuat dari kulit kerbau betina bahkan dua sandal itu akan ~~sempurna~~ bahkan kedua itu bisa beresap soka pada suatu hari tikus mencium baunya

menegornya supaya mereka puas yang dia miliki

sebur dan puas yang dikasi oleh tuhan

### Kisah Sepasang Sandal Kulit

Daftar: HAYKAL

pada zaman dahulu ada sepasang sandal kulit. sandal kanan terbuat dari kulit kerbau jantan dan sandal kiri terbuat dari kulit kerbau betina. kedua sandal itu sangat disayangi raja karena saat musim penghujan sandal itu tahan air. saat malam selalu ada tikus mengintai kedua sandal itu. mereka pun berdoa untuk dipanggil. n. tikus doa mereka dikabulkan. mereka pun dikabulkan. mereka pun menjadi tikus yang disegani dari tikus lain.

• saya akan menegurinya dan bicara baik-baik dengannya.

• kita tidak harus iri dengan orang lain.

### Kisah sepasang sandal kulit

dahulu kala hiduplah sepasang sandal kulit kerbau. sebelah kanannya jantan, sebelah kirinya betina. dia sangat disayangi oleh raja. raja sering memakainya. pada saat waktu penghujan, raja sering memakainya karena tahan air hujan.

sebaiknya mena sehatinya dan mengarinya bersikap dengan baik dan tidak seperti sandal kulit kerbau itu.

**Appendix I :****OBSERVATION SHEET**

Hari/ tanggal :

Waktu :

Responden	Kategori Perilaku Siswa					Keterangan
	1	2	3	4	5	
1						Pengisian : (√) : Positive (—) : Negative
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
Jumlah						

Keterangan :

1. The students asking question, giving and answering.
2. The students paying attention to a story.
3. The students having a good self confidence to come in front of the class to tell a story.
4. The students telling her/his own version of story.
5. The student capable to solving the problem in the story.

## Appendix I :

## OBSERVATION SHEET

Hari/ tanggal : Selasa, 30 Agustus 2016  
 Judul Cerita : Tanaman Padi di Tulungagung Terserang Sundeap  
 Waktu : 10 : 20 - 10 : 40

Responden	Kategori Perilaku Siswa					Keterangan
	1	2	3	4	5	
1	✓	✓	-	-	✓	Pengisian : (✓) : Positive (-) : Negative
2	-	-	-	✓	-	
3	✓	-	-	-	✓	
4	✓	✓	✓	-	-	
5	✓	-	-	-	-	
6	-	✓	-	-	✓	
7	-	✓	✓	-	-	
8	-	✓	-	-	✓	
9	-	✓	-	✓	✓	
10	-	✓	-	✓	-	
11	-	-	✓	-	✓	
12	-	-	-	-	✓	
13	✓	✓	-	-	-	
14	✓	✓	-	✓	-	
15	✓	-	-	-	-	
16	✓	-	✓	-	-	
17	✓	✓	✓	-	-	
18	✓	-	-	✓	✓	
19	-	-	✓	✓	✓	
20	-	-	✓	✓	✓	
Jumlah						

## Keterangan :

1. The students asking question, giving and answering.
2. The students paying attention to a story.
3. The students having a good self confidence to come in front of the class to tell a story.
4. The students telling her/his own version of story.
5. The student capable to solving the problem in the story.



## Appendix I :

## OBSERVATION SHEET

Hari/ tanggal : Kamis, 1 September 2016  
 Sudul Cerita : Petuah Pak Garam  
 Waktu : 07:30 - 09:40

Responden	Kategori Perilaku Siswa					Keterangan
	1	2	3	4	5	
1	✓	-	-	-	-	Pengisian : (✓) : Positive (-) : Negative
2	-	-	-	✓	-	
3	✓	-	-	-	✓	
4	✓	✓	✓	-	-	
5	-	-	-	-	-	
6	-	-	-	-	-	
7	-	-	-	-	-	
8	-	-	-	-	-	
9	-	-	-	-	-	
10	-	-	-	-	-	
11	-	-	-	-	-	
12	-	-	-	-	-	
13	-	✓	✓	✓	-	
14	-	✓	-	✓	-	
15	-	-	-	-	-	
16	-	-	-	-	-	
17	-	-	-	-	-	
18	-	-	-	-	-	
19	-	-	-	-	-	
20	-	-	-	-	-	
Jumlah			4			

## Keterangan :

1. The students asking question, giving and answering.
2. The students paying attention to a story.
3. The students having a good self confidence to come in front of the class to tell a story.
4. The students telling her/his own version of story.
5. The student capable to solving the problem in the story.



## Appendix I :

## OBSERVATION SHEET

Hari/ tanggal : Selasa, 6 September 2016  
 Sudut Cerita : Ular M'Daung  
 Waktu : 10:20 - 10:40

Responden	Kategori Perilaku Siswa					Keterangan
	1	2	3	4	5	
1	✓	✓	-	✓	✓	Pengisian : (✓) : Positive (-) : Negative
2	✓	-	-	✓	-	
3	✓	-	-	✓	✓	
4	✓	✓	✓	✓	-	
5	✓	-	✓	✓	-	
6	-	✓	✓	-	-	
7	-	✓	✓	✓	-	
8	✓	✓	✓	-	✓	
9	-	-	✓	✓	✓	
10	-	✓	-	✓	✓	
11	-	✓	-	✓	✓	
12	✓	✓	✓	-	✓	
13	✓	✓	-	✓	✓	
14	✓	✓	-	✓	-	
15	✓	✓	-	✓	-	
16	✓	-	✓	✓	-	
17	✓	✓	✓	✓	-	
18	✓	✓	-	✓	-	
19	✓	✓	✓	✓	-	
20	-	-	✓	✓	✓	
Jumlah						

## Keterangan :

1. The students asking question, giving and answering.
2. The students paying attention to a story.
3. The students having a good self confidence to come in front of the class to tell a story.
4. The students telling her/his own version of story.
5. The student capable to solving the problem in the story.

## Appendix I :

## OBSERVATION SHEET

Hari/ tanggal : Kamis, 8 September 2016  
 Judul Cerita : Kisah Sepasang Sandal Kulit  
 Waktu : 07.30 - 09.40

Responden	Kategori Perilaku Siswa					Keterangan
	1	2	3	4	5	
1	✓	✓	-	✓	✓	Pengisian : (✓) : Positive (-) : Negative
2	✓	-	-	✓	✓	
3	✓	✓	-	✓	✓	
4	✓	✓	✓	✓	✓	
5	✓	-	✓	✓	✓	
6	-	✓	✓	-	✓	
7	✓	✓	✓	✓	-	
8	✓	✓	✓	-	✓	
9	✓	-	✓	✓	✓	
10	✓	✓	✓	✓	✓	
11	✓	✓	-	✓	✓	
12	✓	✓	✓	✓	✓	
13	✓	✓	-	✓	✓	
14	✓	✓	✓	-	✓	
15	✓	✓	✓	✓	-	
16	✓	✓	✓	✓	✓	
17	✓	✓	✓	✓	-	
18	✓	✓	✓	✓	-	
19	✓	✓	✓	✓	-	
20	✓	✓	✓	✓	✓	
Jumlah						

## Keterangan :

1. The students asking question, giving and answering.
2. The students paying attention to a story.
3. The students having a good self confidence to come in front of the class to tell a story.
4. The students telling her/his own version of story.
5. The student capable to solving the problem in the story.

## Appendix I :

## OBSERVATION SHEET

Hari/ tanggal : Selasa, 13 September 2016  
 Judul Cerita : Gara - Gara Lame  
 Waktu : 10.20 - 11.40

Responden	Kategori Perilaku Siswa					Keterangan
	1	2	3	4	5	
1	✓	✓	✓	✓	✓	Pengisian : (✓) : Positive (-) : Negative
2	✓	✓	✓	✓	✓	
3	✓	✓	✓	✓	✓	
4	✓	✓	✓	✓	✓	
5	✓	✓	✓	✓	✓	
6	✓	✓	✓	-	✓	
7	✓	✓	✓	✓	✓	
8	✓	✓	✓	✓	✓	
9	✓	-	✓	✓	✓	
10	✓	✓	✓	✓	✓	
11	✓	✓	✓	✓	✓	
12	✓	✓	-	✓	✓	
13	✓	✓	✓	✓	✓	
14	✓	✓	✓	✓	✓	
15	✓	✓	✓	✓	✓	
16	✓	✓	✓	✓	-	
17	✓	✓	✓	✓	✓	
18	✓	✓	✓	✓	✓	
19	✓	✓	✓	✓	✓	
20	✓	✓	✓	✓	✓	
Jumlah						

## Keterangan :

1. The students asking question, giving and answering.
2. The students paying attention to a story.
3. The students having a good self confidence to come in front of the class to tell a story.
4. The students telling her/his own version of story.
5. The student capable to solving the problem in the story.

## Appendix I :

## OBSERVATION SHEET

Hari/ tanggal : Kamis, 8 September 2016  
 Judul Cerita : Kisah Sepasang Sandal Kulit  
 Waktu : 07.30 - 09.40

Responden	Kategori Perilaku Siswa					Keterangan
	1	2	3	4	5	
1	✓	✓	-	✓	✓	Pengisian : (✓) : Positive (-) : Negative
2	✓	-	-	✓	✓	
3	✓	✓	-	✓	✓	
4	✓	✓	✓	✓	✓	
5	✓	-	✓	✓	✓	
6	-	✓	✓	-	✓	
7	✓	✓	✓	✓	-	
8	✓	✓	✓	-	✓	
9	✓	-	✓	✓	✓	
10	✓	✓	✓	✓	✓	
11	✓	✓	-	✓	✓	
12	✓	✓	✓	✓	✓	
13	✓	✓	-	✓	✓	
14	✓	✓	✓	-	✓	
15	✓	✓	✓	✓	-	
16	✓	✓	✓	✓	✓	
17	✓	✓	✓	✓	-	
18	✓	✓	✓	✓	-	
19	✓	✓	✓	✓	-	
20	✓	✓	✓	✓	✓	
Jumlah						

## Keterangan :

1. The students asking question, giving and answering.
2. The students paying attention to a story.
3. The students having a good self confidence to come in front of the class to tell a story.
4. The students telling her/his own version of story.
5. The student capable to solving the problem in the story.

**Formula :**

$$P = \frac{f_q}{N} \times 100\%$$

Notes :

P = Percentage

F<sub>q</sub> = Number of Frequency

N = Total Participants

( Adapted from Sugiyono, 2013 :184)

**1. The students asking question, guessing, and answering**

$$\frac{3}{20} \times 100 = 15\%$$

$$\frac{7}{20} \times 100 = 35\%$$

$$\frac{4}{20} \times 100 = 25\%$$



$$\frac{5}{20} \times 100 = 25\%$$

$$\frac{1}{20} \times 100 = 5\%$$

$$P_1 = 100\%$$

## 2. The students paying attention to the story

$$\frac{2}{20} \times 100 = 10\%$$

$$\frac{6}{20} \times 100 = 30\%$$

$$\frac{6}{20} \times 100 = 30\%$$

$$\frac{3}{20} \times 100 = 15\%$$

$$\frac{2}{20} \times 100 = 10\%$$

$$P_2 = 95\%$$

### 3. Having a good self confidence to come in front of the class to tell a story

$$\frac{1}{20} \times 100 = 5\%$$

$$\frac{6}{20} \times 100 = 30\%$$

$$\frac{4}{20} \times 100 = 20\%$$

$$\frac{4}{20} \times 100 = 20\%$$

$$\frac{4}{20} \times 100 = 20\%$$

$$P_3 = 95\%$$

#### 4. Telling his/ her own version

$$\frac{2}{20} \times 100 = 10\%$$

$$\frac{5}{20} \times 100 = 20\%$$

$$\frac{1}{20} \times 100 = 5\%$$

$$\frac{1}{20} \times 100 = 5\%$$

$$\frac{2}{20} \times 100 = 10\%$$

$$P_4 = 80\%$$

#### 5. Solving problem of story

$$\frac{1}{20} \times 100 = 5\%$$

$$\frac{7}{20} \times 100 = 35\%$$

$$\frac{1}{20} \times 100 = 5\%$$

$$\frac{6}{20} \times 100 = 30\%$$

$$\frac{4}{20} \times 100 = 20\%$$

$$P_5 = 100\%$$

**Result :**

$$Me = \frac{\sum P_{1+2+3+4+5}}{\sum n} \times 100$$

Notes:

Me = Mean (Rata-Rata)

$\sum P$  = Number of Percentage

$\sum n$  = Number of Meeting

(Adapted from Sugiyono, 2009:54)

$$\text{Me} = \frac{100+95+95+80+95}{5} \times 100 = 93\%$$





## Permohonan Pengajuan Judul Skripsi

Samata, 23 Desember 2015

Kepada  
Yth. Ketua Jurusan Bahasa Dan Sastra Inggris  
Fakultas Adab dan Humaniora  
Di Tempat

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini:

Nama : Nurhidayati  
Tempat/Tgl lahir : Sekkang / 08 Agustus 2015  
Nomor Induk : 4030012128  
Jurusan/Prodi : Bahasa Dan Sastra Inggris  
No Hp/email : 085255036205 /

Mengajukan judul skripsi untuk dipertimbangkan yaitu:

- 23/12/15
1. The Correlation between Folklore and children Literature development in elementary school of Soppeng Regency.
  2. The Perception of Society in Soppeng Regency toward Mendakande folklore.
  3. An Analysis of Code Mixing in Advertisement (A Sociolinguistic Approach)

Dengan permohonan ini disampaikan untuk dipertimbangkan

write a draft  
for title # 1

Yang bermohon

Nurhidayati

Kepada  
Yth. Sdr/.....

Assalamu'alaikum. Wr. Wb.

Setelah memperhatikan judul-judul yang sdr/i ajukan, maka jurusan menetapkan bahwa judul nomor.....dapat dijadikan sebagai judul skripsi sdr/i. Selanjutnya saudara/i diharapkan membuat draf sesuai dengan judul yang diajukan

Samata, 04/01/2016

Ketua Jurusan

Muhammad Nur Arbar Ramid, M.Pd., M.Ed., Ph.D.



KEMENTERIAN AGAMA  
 UNIVERSITAS ISLAM NEGERI ALAUDDIN MAKASSAR  
 FAKULTAS ADAB DAN HUMANIORA  
 Kampus I Jl. Sultan Alauddin No.63 Makassar Telp. 0411 - 864923  
 Kampus II Jl. H.M. Yasin Limpo No. 36 Romangpolong Gowa Telp. (0411) 841879 Fax. (0411) 8221400  
 Email: fak.adabhumaniora@yahoo.com

**SURAT KEPUTUSAN**  
**DEKAN FAKULTAS ADAB DAN HUMANIORA UIN ALAUDDIN MAKASSAR**  
**NOMOR : 218 TAHUN 2016**

*Tentang*

**PEMBIMBING / PEMBANTU PEMBIMBING PENELITIAN**  
**DAN PENYUSUNAN SKRIPSI MAHASISWA**

**DEKAN FAKULTAS ADAB DAN HUMANIORA UIN ALAUDDIN MAKASSAR :**

- Membaca** : Surat permohonan Mahasiswa Fakultas Adab dan Humaniora UIN Alauddin :  
 Nama : **NURHIDAYATI** NIM : 40300112128  
 Tanggal : 2 Maret 2016 untuk mendapatkan pembimbing Skripsi dengan Judul:
- THE CORRELATION BETWEEN FOLKLORE AND CHILDREN'S LITERATURE DEVELOPMENT IN ELEMENTARY SCHOOL OF SOPPENG REGENCY**
- Menimbang** : 1. Bahwa untuk membantu penelitian dan penyusunan skripsi mahasiswa tersebut dipandang perlu untuk menetapkan pembimbing.  
 2. Bahwa mereka yang ditetapkan dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas sebagai pembimbing penelitian dan penyusunan skripsi mahasiswa tersebut di atas.
- Mengingat** : 1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistim Pendidikan Nasional;  
 2. Peraturan Pemerintah Nomor 60 Tahun 1999 tentang Pendidikan Tinggi;  
 3. Surat Keputusan Menteri Agama R.I. Nomor 25 Tahun 2013 tentang Organisasi dan Tata Kerja UIN Alauddin Makassar;  
 4. Surat Keputusan Menteri Agama R.I. Nomor 403 Tahun 1998 tentang Kurikulum IAIN Alauddin;  
 5. Surat Keputusan Menteri Agama R.I. Nomor 20 Tahun 2014 tentang Statuta UIN Alauddin;  
 6. Surat Keputusan Rektor IAIN Alauddin Makassar Nomor 42 Tahun 1993 tentang Penulisan dan Ujian Skripsi / Munaqasyah pada IAIN Alauddin;  
 7. Surat Keputusan Rektor UIN Alauddin Nomor 326.C Tahun 2014 tentang Kalender Kegiatan Akademik UIN Alauddin Tahun 2015.

**MEMUTUSKAN**

- Menetapkan :**
- Pertama :** Mengangkat / menunjuk Saudara :
1. Syahrani Junaid.S.S.,M.Pd.
  2. Masykur Rauf. S.Hum., M.Pd.
- Kedua :** Tugas Dosen Pembimbing adalah memberi bimbingan dalam segi-segi metodologi dan teknik penulisan sampai selesai dan Mahasiswa tersebut lulus Ujian.
- Ketiga :** Biaya pembimbing/pembantu Skripsi dibebankan kepada Anggaran Fakultas Adab dan Humaniora UIN Alauddin sesuai persetujuan Rektor UIN Alauddin Makassar.
- Keempat :** Surat Keputusan ini berlaku sejak tanggal ditetapkan dan apabila ternyata di kemudian hari terdapat kekeliruan didalamnya, maka akan diperbaiki sebagaimana mestinya.

Ditetapkan di Samata  
Pada Tanggal 2 Maret 2016



Dekan,

*[Signature]*  
**Dr. H. Barsihannor, M.Ag.**  
NIP. 19691012 199603 1 003

**Tembusan :**

1. Rektor UIN Alauddin Makassar ( sebagai laporan );
2. Mahasiswa yang bersangkutan.





KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI ALAUDDIN MAKASSAR  
FAKULTAS ADAB DAN HUMANIORA

Jl. Sultan Alauddin No.63 Makassar Telp. 0411 - 864923 (Kampus I)  
Jl. H.M.Yasin Limpo No. 36 Romangpolong Gowa Telp. (0411) 841879 Fax. (0411) 8221400 (Kampus II)  
Email: fak.adabhumaniora@yahoo.com

**SURAT KEPUTUSAN**  
**DEKAN FAKULTAS ADAB DAN HUMANIORA UIN ALAUDDIN MAKASSAR**  
**NOMOR : 670 TAHUN 2016**  
**TENTANG**  
**PANITIA DAN PELAKSANAAN SEMINAR PROPOSAL FAKULTAS ADAB DAN HUMANIORA**

**DEKAN FAKULTAS ADAB DAN HUMANIORA UIN ALAUDDIN MAKASSAR :**

- Membaca** : Surat permohonan Saudara : **NURHIDAYATI**  
Mahasiswa Jurusan / Nim : **BSI / 40300112128**  
Fak. Adab UIN Alauddin Tanggal : **01 Agustus 2016**  
Perihal : **Permohonan seminar proposal yang berjudul :**  
**THE ROLE OF CHILDREN'S LITERATURE TO DEVELOP STUDENT'S IMAGINATION**  
**IN SDN 133 TAKALALA ( CASE STUDY )**
- Menimbang** : a. Bahwa Saudara yang tersebut namanya di atas telah memenuhi persyaratan untuk melaksanakan ujian proposal,  
b. Bahwa untuk maksud tersebut dipandang perlu membentuk panitia.
- Mengingat** : 1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;  
2. Peraturan Pemerintah Nomor 60 Tahun 1999 tentang Pendidikan Tinggi;  
3. Surat Keputusan Menteri Agama R.I. Nomor 25 Tahun 2013 tentang Organisasi dan Tata Kerja UIN Alauddin Makassar;  
4. Surat Keputusan Menteri Agama R.I. Nomor 403 Tahun 1998 tentang Kurikulum IAIN Alauddin;  
5. Surat Keputusan Menteri Agama R.I. Nomor 20 Tahun 2014 tentang Statuta UIN Alauddin;  
6. Surat Keputusan Rektor IAIN Alauddin Makassar Nomor 42 Tahun 1993 tentang Penulisan dan Ujian Skripsi / Munaqasyah pada IAIN Alauddin;  
7. Surat Keputusan Rektor UIN Alauddin Nomor 326.C Tahun 2014 tentang Kalender Kegiatan Akademik UIN Alauddin Makassar Tahun 2015;  
8. Surat Keputusan Dekan Fakultas Adab dan Humaniora UIN Alauddin Makassar No. 028 Tahun 2011 tentang Mekanisme Penyelesaian Skripsi.
- MEMUTUSKAN**
- Menetapkan** : 1. Membentuk Panitia ujian proposal Saudara tersebut di atas dengan komposisi dan personalia sebagaimana tersebut dalam lampiran Surat Keputusan ini.  
2. Panitia bertugas melaksanakan seminar proposal dan memberi laporan kepada fakultas.  
3. Ujian proposal dilaksanakan pada hari / tanggal : **Rabu , 10 Agustus 2016, Jam 13.00 -- 15.00 WITA, Ruang Senat.**  
4. Apabila dikemudian hari ternyata terdapat kekeliruan dalam surat keputusan ini akan diubah dan diperbaiki sebagaimana mestinya.
- Salinan Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di Samata  
Pada Tanggal 3 Agustus 2016

**Dr. H. Baryhannor, M.Ag.**  
**NIP. 19691012 199603 1 003**

**LAMPIRAN :** SURAT KEPUTUSAN DEKAN FAKULTAS ADAB DAN HUMANIORA  
UIN ALAUDDIN MAKASSAR  
TANGGAL : 03 Agustus 2016  
NOMOR : 670 TAHUN 2016

**TENTANG**

**PANITIA DAN PELAKSANAAN SEMINAR PROPOSAL  
FAKULTAS ADAB DAN HUMANIORA UIN ALAUDDIN MAKASSAR**

Ketua : Dr. Hj. Syamzan Syukur., M.,Ag.  
Sekretaris/Moderator : Faidah Yusuf. S.S., M.Pd.  
Munaqisy I : Serliah Nur. S.Pd., M. Hum.,M. Ed.  
Munaqisy II : Nasrum Marjuni. S.Pd.,MA.  
Konsultan I : Syahrini Junaid. S.S. M.Pd.  
Konsultan II : Masykur Ruf. S.Hum.,M.Pd.  
Pelaksana : Ir. Makmur Jaya., MT.

UNIVERSITAS ISLAM NEGERI

**ALAUDDIN  
MAKASSAR**

Samata, 3 Agustus 2016

Dekan,

Dr. H. Barsihannor, M.Ag.  
NIP. 19691012 199603 1 003





KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI ALAUDDIN MAKASSAR  
FAKULTAS ADAB DAN HUMANIORA

(Kampus I) Jl. Sultan Alauddin No. 63 Makassar Telp. (0411) 864923  
(Kampus II) Jl. H.M. Yasin Limpo No. 36 Romangpolong, Gowa Telp. (0411) 841879 Fax. (0411) 8221400  
Email: fak.adabhumaniora@yahoo.com

Nomor : A.I.I/TL.01/1171/2016  
Sifat : Penting  
Lamp. : -  
Hal : **Permintaan Izin Penelitian  
Untuk Menyusun Skripsi**

Samata, 11 Agustus 2016

Kepada Yth.  
**Gubernur Propinsi Sulawesi Selatan**  
**up. Kepala UPT P2T, BKPM Pro. Sul-Sel**  
di - Tempat

*Assalamu Alaikum Wr. Wb.*

Dengan hormat disampaikan, bahwa mahasiswa UIN Alauddin Makassar yang tersebut namanya di bawah ini :

Nama : **NURHIDAYATI**  
Nomor Induk : 40300112128  
Semester : VIII ( Delapan )  
Fakultas/Jurusan : Adab dan Humaniora / Bahasa dan Sastra Inggris  
Alamat : Jl. H.m. Yasin Limpo, Samata, Gowa.

bermaksud melakukan penelitian dalam rangka penyusunan skripsi sebagai salah satu syarat untuk memperoleh gelar sarjana yang berjudul :

**THE ROLE OF SHORT STORY TO DEVELOP STUDENTS IMAGINATION IN SDN 133  
TAKALALA ( CASE STUDY IN CHILDREN LITERATURE )**

dengan Dosen Pembimbing : 1. **Syahrini Junaid, S.S., M.Pd.**

2. **Masykur Rauf, S.Hum., M.Pd.**

untuk maksud tersebut mahasiswa yang bersangkutan dapat diberi izin mengadakan penelitian di SDN 133 Takatala Kel. Tetikerrarae, Kec. Marioriwawo Kab. Soppeng dari tanggal 20 Agustus 2016 s/d tanggal 30 Agustus 2016.

Demikian harapan kami dan terima kasih.

*Wassalam*

a.n. Rektor

Dekan,

**Dr. H. Barsihannor, M. Ag.**  
NIP. 19691012 199603 1 003

Tembusan :

1. Rektor UIN Alauddin Makassar;
2. Mahasiswa yang bersangkutan.



PEMERINTAH PROVINSI SULAWESI SELATAN  
**BADAN KOORDINASI PENANAMAN MODAL DAERAH**  
**UNIT PELAKSANA TEKNIS - PELAYANAN PERIZINAN TERPADU**  
 ( UPT - P2T )

Nomor : 11518/S.01P/P2T/08/2016  
 Lampiran :  
 Perihal : **Izin Penelitian**

Kepada Yth.  
 Bupati Soppeng

di-  
**Tempat**

Berdasarkan surat Dekan Fak. Adab dan Humaniora UIN Alauddin Makassar Nomor : A.I.1/TL.01/1171/2016 tanggal 11 Agustus 2016 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a : **NURHIDAYATI**  
 Nomor Pokok : 40300112128  
 Program Studi : Bahasa dan Sastra Inggris  
 Pekerjaan/Lembaga : Mahasiswa(S1)  
 Alamat : Jl. H. M. Yasin Limpo No. 36, Gowa

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

**" THE ROLE OF SHORT STORY TO DEVELOP STUDENTS IMAGINATION IN SDN 133 TAKALALA (CASE STUDY IN CHILDREN LITERATURE) "**

Yang akan dilaksanakan dari : Tgl. **20 Agustus s/d 30 September 2016**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar  
 Pada tanggal : 16 Agustus 2016

A.n. GUBERNUR SULAWESI SELATAN  
**KEPALA BADAN KOORDINASI PENANAMAN MODAL DAERAH**  
**PROVINSI SULAWESI SELATAN**  
 Selaku Administrator Pelayanan Perizinan Terpadu



**A. M. YAMIN, SE., MS.**  
 Pangkat : Pembina Utama Madya  
 Nip : 19610513 199002 1 002

Tembusan Yth  
 1. Dekan Fak. Adab dan Humaniora UIN Alauddin Makassar;  
 2. Peringatan

SIMPAP BK/PMD 16-08-2016



Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936  
 Website : <http://p2tbkpmduiselprov.go.id> Email : [p2t\\_provsulsel@yahoo.com](mailto:p2t_provsulsel@yahoo.com)  
**Makassar 90222**





SRN CO0001991

**PEMERINTAH KABUPATEN SOPPENG  
KANTOR PELAYANAN TERPADU**

*Jl. Salotungo No. 2 Tlp. 0484 - 23743 Watansoppeng 90812*

**IZIN PENELITIAN**

**Nomor : 324/IP/KPT/VIII/2016**

DASAR 1. Surat Permohonan **NURHIDAYATI** Tanggal **19-08-2016**  
 2. Rekomendasi dari **BAPPEDA**  
 Nomor **324/IP/REK-T.TEKNIS/BAPPEDA/VIII/2016** Tanggal **18-08-2016**

**MENGIZINKAN**

KEPADA

NAMA : **NURHIDAYATI**

UNIVERSITAS/ : **UIN ALAUDDIN MAKASSAR**

LEMBAGA

Jurusan : **BAHASA DAN SASTRA INGGRIS**

ALAMAT : **SEKKANG**

UNTUK : melaksanakan Penelitian dalam Kabupaten Soppeng dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE ROLE OF SHORT STORY TO DEVELOP STUDENT'S IMAGINATION IN SDN 133 TAKALALA (CASE STUDY IN CHILDREN LITERATURE)**

LOKASI PENELITIAN : **SDN 133 TAKALALA**

JENIS PENELITIAN : **QUANTITATIVE, QUALITATIVE**

LAMA PENELITIAN : **20 Agustus 2016 s.d 30 September 2016**

- a. Izin Penelitian berlaku selama penelitian berlangsung  
 b. Izin ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Ditetapkan di : Watansoppeng

Pada Tanggal : 19-08-2016

**KEPALA KANTOR,**



**Drs. A. MAKARAKA, M. Si**

Pangkat : **PEMBINA TK. I**

NIP : **19690615 199703 1 010**

**Biaya : Rp. 0.00**





KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI ALAUDDIN MAKASSAR  
FAKULTAS ADAB DAN HUMANIORA  
Kampus I : Jl. Sultan Alauddin No.63 Makassar Telp. 0411 – 868720, Fax. (0411)864923  
Kampus II : Jl. H.M. Yasin Limpo No. 36 Romangpolong, Gowa Telp. (0411) 841879 Fax. (0411) 8221400  
Email: fak.adabhumaniora@yahoo.com

**SURAT KEPUTUSAN**  
**DEKAN FAKULTAS ADAB DAN HUMANIORA UIN ALAUDDIN MAKASSAR**  
**Nomor : 916 Tahun 2016**

*Tentang*

**PANITIA PELAKSANA UJIAN KOMPREHENSIF FAKULTAS ADAB DAN HUMANIORA**  
**DEKAN FAKULTAS ADAB DAN HUMANIORA UIN ALAUDDIN MAKASSAR :**

- Membaca** : Surat permohonan Ujian Komprehensif Saudara : NURHIDAYATI
- Menimbang** : Bahwa untuk pelaksanaan dan kelancaran ujian komprehensif perlu dibentuk panitia ujian.
- Mengingat** : 1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;  
2. Peraturan Pemerintah Nomor 60 Tahun 1999 tentang Pendidikan Tinggi;  
3. Surat Keputusan Menteri Agama R.I. Nomor 25 Tahun 2013 tentang Organisasi dan Tata Kerja UIN Alauddin Makassar;  
4. Surat Keputusan Menteri Agama R.I. Nomor 403 Tahun 1998 tentang Kurikulum IAIN Alauddin;  
5. Surat Keputusan Menteri Agama R.I. Nomor 20 Tahun 2014 tentang Statuta UIN Alauddin Makassar;  
6. Surat Keputusan Rektor IAIN Alauddin Makassar Nomor 42 Tahun 1993 tentang Penulisan dan Ujian Skripsi/Munaqasyah pada IAIN Alauddin.  
7. Surat Keputusan Rektor UIN Alauddin Nomor 326.C Tahun 2014 tentang Kalender Kegiatan Akademik UIN Alauddin Makassar Tahun 2015.

**MEMUTUSKAN**

- Menetapkan** : 1. Membentuk Panitia Pelaksana Ujian Komprehensif Fakultas Adab dan Humaniora UIN Alauddin Makassar dengan komposisi dan personalia sebagaimana tersebut dalam lampiran surat keputusan ini;  
2. Panitia bertugas melaksanakan ujian komprehensif bagi Saudara yang namanya tersebut di atas;  
3. Biaya pelaksanaan ujian dibebankan kepada anggaran Fakultas Adab dan Humaniora UIN Alauddin;  
4. Panitia dianggap bubar setelah menyelesaikan tugasnya;  
5. Apabila dikemudian hari ternyata terdapat kekeliruan dalam surat keputusan ini akan diubah dan diperbaiki sebagaimana mestinya.

Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di Samata  
Pada Tanggal 27 September 2016  
*Dekan*  
  
Dr. H. Barsihannor, M. Ag.  
NIP. 19691012 199603 1 003

**LAMPIRAN : SURAT KEPUTUSAN DEKAN FAKULTAS ADAB DAN HUMANIORA  
UIN ALAUDDIN MAKASSAR  
TANGGAL : 27 SEPTEMBER 2016  
NOMOR : 916 TAHUN 2016**

**TENTANG**

**KOMPOSISI / PERSONALIA  
PANITIA PELAKSANA UJIAN KOMPREHENSIF FAKULTAS ADAB DAN HUMANIORA  
UIN ALAUDDIN MAKASSAR**

Nama : NURHIDAYATI

NIM : 40300112128

Jurusan : Bahasa dan Sastra Inggris

No.	Hari/Tgl.	Mata Ujian	Tim Penguji
1.	Senin 03 Oktober 2016	Dirasah Islamiyah	Ketua : Drs. Rahmat, M.Pd.I. Sekretaris : Drs. Abu Haif, M.Hum. Penguji : Dr. H. Barsihannor, M.Ag. Pelaksana : Muliati.
2.	Senin 03 Oktober 2016	English Proficiency	Ketua : Drs. Rahmat, M.Pd.I. Sekretaris : Drs. Abu Haif, M.Hum. Penguji : Serliah Nur, S.Pd., M.hum., M.Ed. Pelaksana : Muliati.
3.	Senin 03 Oktober 2016	Linguistics	Ketua : Drs. Rahmat, M.Pd.I. Sekretaris : Drs. Abu Haif, M.Hum. Penguji : Dr. Abd. Muin, M.Hum. Pelaksana : Muliati.

Samata, 27 September 2016



**Dekan,**  
**Dr. H. Barsihannor, M. Ag.**  
**NIP. 19691012 199603 1 003**





KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI ALAUDDIN MAKASSAR  
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Email: fak.adabhumaniora@yahoo.com

**SURAT KEPUTUSAN**  
**DEKAN FAKULTAS ADAB DAN HUMANIORA UIN ALAUDDIN MAKASSAR**  
**NOMOR : 072 TAHUN 2017**  
**TENTANG**  
**PANITIA PELAKSANAAN UJIAN SKRIPSI / MUNAQASYAH FAKULTAS ADAB DAN HUMANIORA**

**DEKAN FAKULTAS ADAB DAN HUMANIORA UIN ALAUDDIN MAKASSAR :**

- Membaca** : Surat permohonan Saudara : **NURHIDAYATI**  
Mahasiswa Jurusan : Bahasa dan Sastra Inggris / 40300112128  
Fak. Adab UIN Alauddin Tanggal : 23 Januari 2017  
Untuk memenuhi Ujian Skripsi yang berjudul :
- THE ROLE OF SHORT STORY IN STUDENT'S CREATIVITY IN SDN 133 TAKALALA  
( CASE STUDY IN CHILDREN LITERATURE )**
- Menimbang** : a. Bahwa Saudara yang tersebut namanya di atas telah memenuhi persyaratan Ujian Skripsi/Munaqasyah.  
b. Bahwa untuk maksud tersebut dipandang perlu membentuk panitia.
- Mengingat** : 1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistim Pendidikan Nasional;  
2. Peraturan Pemerintah Nomor 60 Tahun 1999 tentang Pendidikan Tinggi;  
3. Surat Keputusan Menteri Agama R.I. Nomor 25 Tahun 2013 tentang Organisasi dan Tata Kerja UIN Alauddin Makassar;  
4. Surat Keputusan Menteri Agama R.I. Nomor 403 Tahun 1998 tentang Kurikulum IAIN Alauddin;  
5. Surat Keputusan Menteri Agama R.I. Nomor 20 Tahun 2014 tentang Statuta UIN Alauddin;  
6. Surat Keputusan Rektor IAIN Alauddin Makassar Nomor 42 Tahun 1993 tentang Penulisan dan Ujian Skripsi / Munaqasyah pada IAIN Alauddin;  
7. Surat Keputusan Rektor UIN Alauddin Nomor 260.A Tahun 2016 tentang Kalender Kegiatan Akademik UIN Alauddin Tahun 2017.
- MEMUTUSKAN**
- Menetapkan** : 1. Membentuk Panitia Pelaksana Ujian Skripsi/Munaqasyah Saudara tersebut di atas dengan komposisi dan personalia sebagaimana tersebut dalam lampiran Surat Keputusan ini.  
2. Panitia bertugas melaksanakan ujian-ujian Skripsi sampai selesai dan memberi laporan kepada fakultas.  
3. Ujian Skripsi / Munaqasyah tersebut akan dilaksanakan pada hari / tanggal : **Selasa, 31 Januari 2017, Pukul 13.00 s.d 15.00 Wita, Ruang Jurusan.**  
4. Apabila dikemudian hari ternyata terdapat kekeliruan dalam surat keputusan ini akan diubah dan diperbaiki sebagaimana mestinya.

Salinan Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di Samata  
Pada Tanggal 24 Januari 2017

**Dekan,**  
  
**Dr. H. Barsihannor, M.Ag.**  
**NIP. 19691012 199603 1 003**

**LAMPIRAN :** SURAT KEPUTUSAN DEKAN FAKULTAS ADAB & HUMANIORA  
UIN ALAUDDIN MAKASSAR  
TANGGAL : 24 JANUARI 2017  
NOMOR : 072 TAHUN 2017

**TENTANG**

**KOMPOSISI PERSONALIA PANITIA PELAKSANAAN UJIAN SKRIPSI / MUNAQASYAH  
FAKULTAS ADAB DAN HUMANIORA UIN ALAUDDIN MAKASSAR**

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Ketua	: Dr.Abd. Muin,M.IIum.
Sekretaris	: Faidah Yusuf,S.S.,M.Pd.
Munaqisy I	: Serliah Nur,S.Pd.,M.Hum.,M.Ed.
Munaqisy II	: Nasrum,S.Pd.,M.A.
Konsultan I	: Syahrani Junaid,S.S.,M.Pd.
Konsultan II	: Masykur Rauf,S.Hum.,M.Pd.
Pelaksana	: Ahmad Dahlan,S.Pd.I.

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Ditetapkan di Samata  
Pada Tanggal 24 Januari 2017

Dekan, 

Dr. H. Barsihannor, M.Ag.  
NIP. 19691012 199603 1 003

## BIOGRAPHY



Nurhidayati was born in Soppeng, South Sulawesi, on August 08<sup>th</sup>, 1994. She is the First child of Lammase and Nurwaeda. She has two sisters and one brother. She began her study at elementary school SDN 154 Sekkang and graduated in 2006. In the same year, she continued her study in Islamic School in Mts. Negeri Takalala and graduated in 2009. Then she continued her study in Vocational High School in SMK Muhammadiyah Watansoppeng in Office Administration Major and graduated in 2012. After finishing her study at school, she enrolled at State Islamic University of Alauddin Makassar in 2012 and took English and Literature Departement (BSI) of Adab and Humanities Faculty.

UNIVERSITAS ISLAM NEGERI  
**ALAUDDIN**  
M A K A S S A R